



European Schools

Office of the Secretary-General
Pedagogical Development Unit

Ref.: 2015-01-D-33-en-5
ENGLISH VERSION

Syllabus for all LII Languages (Secondary cycle) Main course¹

**APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13
AND 14 OCTOBER 2016 IN BRUSSELS**

Entry into force of the attainment descriptors:

for cycles 1 and 2 (S1-S5) on 1 September 2018

for cycle 3 (S6) on 1 September 2019

for cycle 3 (S7) on 1 September 2020

1st Baccalaureate session in June 2021

¹ **APPROVED BY THE JOINT TEACHING COMMITTEE ON 12 AND 13 FEBRUARY 2015 IN BRUSSELS**

**Entry into force for cycles 1 and 2: on 1 September 2015
for cycle 3: on 1 September 2016 for S6
on 1 September 2017 for S7**

1st Baccalaureate session in June 2018

1. General objectives

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

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

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

- 1. 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 L II begins in the Primary Year 1 and remains compulsory for all secondary students from Secondary Year 1 to Year 7. In Secondary Year 6 and 7 students can choose to follow the L II Advanced course.

The learning objectives in Secondary Cycle 1 are based on five years of continuous study of the language in the Primary Cycle.

The objectives for the Baccalaureate are based on 12 years of continuous study (three 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. :

By the end of the Primary Cycle the learning objectives correspond to level A 2. In the Secondary Cycle the correspondence is as follows:

Cycle	Attainment level
1 st cycle S 1+2+3	Level B 1
2 nd cycle S 4+5	Level B 2
3rd cycle S 6+7	Level C 1 C 1+ (L II advanced)

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

L II	C1
L III	B1+
L IV	A2+

2. Didactic principles

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

- Ø Communicative and intercultural competences are overarching learning goals.
- Ø An integrated approach to the teaching of languages is expected, in which the skills of listening, reading, spoken interaction, spoken production and writing should all have their place.
- Ø In teaching and learning the target language should be used as much as possible.
- Ø A variety of teaching methods and approaches should be used.
- Ø Students' mistakes and errors are viewed as an integral part of the learning process. They should be used constructively.
- Ø Students should be encouraged to draw on and extend their existing language skills and learning strategies.
- Ø The use of a range of types of differentiation is encouraged in order to meet the needs of all students.
- Ø Students' individual learning differences, pace of learning, social skills, strengths and weaknesses should also be used to best advantage.
- Ø Students will achieve language fluency and independence by making use of a wide range of learning resources in particular digital ones. In teaching and learning ICT (Information and Communication Technology) is used.
- Ø Approaches to teaching and learning should reflect the contextualised nature of language use in order to enable an incremental understanding of language as a system.
- Ø Priority should be given to functionality when it comes to teaching syntax, morphology and vocabulary.
- Ø Students' sociolinguistic competence should be developed to make them aware of differences in linguistic register, language varieties, etc. to use language appropriately in different contexts.

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

3. Learning objectives

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

By the end of the 1st cycle, the student should be able to

1. understand spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly;
understand the main features of audiovisual resources;
2. Read and understand written texts in standard language;
pick out the most pertinent information from a literary or non-literary text;
3. take part in conversations and exchange information about familiar and more general topics;
4. present clear, simple descriptions on a wide range of subjects;
give reasons and explanations for opinions and plan;

5. write a coherent text on familiar topics which express individual points of view, experiences or personal impressions;
6. demonstrate knowledge and understanding of the target language cultures: society, current affairs, literature and its context;
7. know and use some intercultural codes to interact appropriately with speakers of the target language;
8. choose and use the most effective strategies from those offered to organise his/her individual language learning;
9. apply a range of study skills and utilise a variety of tools to the learning of the target language;

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

By the end of the 2nd cycle the student should be able to

1. understand the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest;
understand the majority of audiovisual resources in standard speech, in particular current affairs;
2. read and understand literary and non-literary texts with particular attention to context, the organisation of the text and the author's or the narrator's viewpoint;
3. take part in conversations about topics of general interest and current affairs and express personal opinions with reasonable fluency and spontaneity;
4. express himself/herself in a clear and detailed manner on a wide range of subjects;
develop his/her opinions and plans in a logical manner and with some precision;
5. write a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view and taking into account the recipient;
6. demonstrate insight and wider understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general;
7. know and use a range of intercultural codes to interact appropriately with speakers of the target language;
8. utilise and develop the most effective strategies to reinforce his/her individual language learning;
9. search, collect and process information from a 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 3rd cycle the student should be able to

1. understand the explicit or implicit content of a long speech or of a complex argument which is more or less structured;
understand audiovisual resources without too much effort;
2. read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles;
3. participate in a fluent and reactive manner in a conversation or a discussion;
express his/her ideas and opinions in a precise manner taking into account those of the other speaker;
4. express himself/herself on a wide range of complex subjects;
present a justified and structured argument;
5. write a precise and well-structured text of different forms and genres adapting his/her style to the recipient;
explain in a critical manner his/her point of view on literary and non-literary subjects
6. demonstrate insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general;

- demonstrate knowledge of literary and non-literary texts from different periods, locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective, where possible;
7. know and use a wide range of intercultural codes to adapt speech and behaviour to recognize and overcome cultural stereotypes;
 8. be responsible for his/her own language learning;
 9. select and use the most effective strategies for autonomous language learning;

4. Contents

Cycle 1 (S1-S3)

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

1. adequate knowledge of pronunciation and intonation, and consolidated spelling rules
2. a range of vocabulary and idiomatic phrases
3. some knowledge of simple word patterns and grammatical structures
4. knowledge of different resources and tools, especially ICT, for processing and applying information, with support when necessary
5. knowledge of the culture of target language countries/communities including exposure to literary texts
6. a range of language learning strategies and tools to evaluate his/her own learning

Cycle 2 (S4-S5)

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

1. knowledge of different registers of language adapted for given audiences and purposes
2. a wide range of concrete and abstract vocabulary
3. knowledge of word patterns and complex grammatical structures
4. strategies for more independent research, using a range of resources, especially ICT
5. deeper knowledge of the culture of target language countries/communities including exposure to literary texts
6. more independent learning strategies and an ability to evaluate his/her own learning

Cycle 3 (S6-S7)

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

1. a thorough and precise knowledge of language resources adapted for the majority of communicative situations
2. an extended range of concrete and abstract vocabulary adapted for the majority of communicative situations
3. a deeper knowledge of complex grammatical structures
4. autonomous use of the majority of resources
5. insight into the culture of target language countries/communities especially through the study of literary texts
6. independent learning strategies and an ability to evaluate his/her own learning

5. Assessment

1st cycle (S1-S3)

A) Formative assessment

The assessment should be mainly formative. It builds on the learning process already achieved in the primary cycle. By means of an initial assessment, teacher observation, tests and self-assessment, the students enhance their awareness of both their level and 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.

2nd cycle (S4 - S5)

A) Formative assessment

The assessment should be mainly formative. It builds on the learning process already achieved in the 1st cycle. By means of an initial assessment, teacher observation, tests and self-assessment, the students enhance their awareness of both their level and 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 written examination in reading comprehension and written production.

3rd cycle (S 6- S7)

A) Formative assessment

The assessment should be mainly formative. It builds on the learning process already achieved in the 2nd cycle. By means of an initial assessment, teacher observation, tests and self-assessment, the students enhance their awareness of both their level and 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 all students take a written examination, which assesses reading comprehension, written production and understanding literature (Reference: 2015-01-D-33 “Syllabus for all L II Languages – Secondary cycle”: New structure for the Language II written and oral examination in the European Baccalaureate).

Students can take an oral examination in L 2, which assesses reading comprehension, oral interaction and understanding literature.

6. Attainment descriptors in Language II (main course)

Mark	Denominator	Grade	Competence	Cycle 1	Cycle 2	Cycle 3
9-10	Excellent	A	Listening	The student shows an excellent understanding spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has an excellent understanding of the main features of audio-visual resources.	The student shows an excellent understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he has an excellent understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows an excellent understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has an excellent understanding of audio-visual resources.
			Reading	The student has an excellent level of reading and understanding of written texts in standard language; he has an excellent ability to pick out the most pertinent information from a literary or non-literary text.	The student has an excellent level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has an excellent level of reading and understanding; he has an excellent ability to analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
			Spoken interaction	The student has an excellent ability to take part in conversations and exchange information about familiar and more general topics.	The student has an excellent ability to take part in conversations about topics of general interest and current affairs and express personal opinions with fluency and spontaneity.	The student has an excellent ability to participate in a fluent and reactive manner in a conversation or a discussion; he has an excellent ability to express his ideas and opinions in a precise manner taking into account those of the other speaker.

			Spoken Production	The student has an excellent ability to present clear, simple descriptions on a wide range of subjects; he has an excellent ability to give reasons and explanations for opinions and plans.	The student has an excellent ability to express himself in a clear and detailed manner on a wide range of subjects; he is excellent at developing his opinions and plans in a logical manner and with precision.	The student is excellent at expressing himself on a wide range of complex subjects; He is excellent at presenting a justified and structured argument.
			Writing	The student is excellent at writing a coherent text on familiar topics which express individual points of view, experiences or personal impressions.	The student is excellent at writing a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view and taking into account the recipient.	The student is excellent at writing a precise and well-structured text of different forms and genres adapting his style to the recipient; he is excellent at explaining in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates an excellent knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has an excellent knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates an excellent knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has an excellent knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates an excellent insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates an excellent knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective.
			Language Learning	The student is excellent at choosing and using the most effective strategies from those	The student is excellent at utilising and developing the most effective strategies to	The student is excellent at being responsible for his own language learning; he is excellent

				offered to organise his individual language learning; he is excellent at applying a range of study skills and utilising a variety of tools to the learning of the target language.	reinforce his individual language learning; he is excellent at applying a range of study skills and utilising a variety of tools to the learning of the target language.	at selecting and using the most effective strategies for autonomous language learning.
8-8.9	Very Good	B	Listening	The student shows a very good understanding spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a very good understanding of the main features of audio-visual resources.	The student shows a very good understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest ; he has a very good understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows a very good understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a very good understanding of audio-visual resources.
			Reading	The student has a very good level of reading and understanding of written texts in standard language; he is very good at picking out the most pertinent information from a literary or non-literary text.	The student has a very good level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a very good level of reading and understanding; he is very good at analysing literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
			Spoken interaction	The student is very good at taking part in conversations and exchanging information about familiar and more general topics.	The student is very good at taking part in conversations about topics of general interest and current affairs and expressing personal opinions with fluency and spontaneity.	The student is very good at participating in a fluent and reactive manner in a conversation or a discussion; he is very good at expressing his ideas and opinions in a precise manner taking into

					account those of the other speaker.	
			Spoken Production	The student is very good at presenting clear, simple descriptions on a wide range of subjects; has a very good ability to give reasons and explanations for opinions and plans.	The student has a very good ability to express himself in a clear and detailed manner on a wide range of subjects; he is very good at developing his opinions and plans in a logical manner and with precision.	The student is very good at expressing himself on a wide range of complex subjects; He is very good at presenting a justified and structured argument.
			Writing	The student is very good at expressing himself on a wide range of complex subjects; he is very good at presenting a justified and structured argument.	The student is very good at writing a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view, taking into account the recipient.	The student is very good at writing a precise and well - structured text of different forms and genres adapting his style to the recipient; he is very good at explaining in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates a very good knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a very good knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a very good knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a very good knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a very good insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates very good knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective.

			Language Learning	The student is very good at choosing and using the most effective strategies from those offered to organise his individual language learning; he is very good at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is very good at utilising and developing the most effective strategies to reinforce his individual language learning; he is very good at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is very good at being responsible for his own language learning; he is very good at selecting and using the most effective strategies for autonomous language learning.
7-7.9	Good	C	Listening	The student shows a good understanding of spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a good understanding of the main features of audio-visual resources.	The student shows a good understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he has a good understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows a good understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a good understanding of audio-visual resources.
			Reading	The student has a good level of reading and understanding of written texts in standard language; he is good at picking out the most pertinent information from a literary or non-literary text.	The student has a good level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a good level of reading and understanding; he is good at analysing literary and non-literary texts which are relatively long and complex, appreciating differences in styles.
			Spoken interaction	The student is good at taking part in conversations and exchanging information about familiar and more general topics.	The student is good at taking part in conversations about topics of general interest and current affairs and expressing personal opinions with fluency	The student is good at participating in a fluent and reactive manner in a conversation or a discussion; he is good at expressing

				and spontaneity.	his ideas and opinions in a precise manner taking into account those of the other speaker.	
			Spoken Production	The student is good at presenting clear, simple descriptions on a wide range of subjects; he is good at giving reasons and explanations for opinions and plans.	The student is good at expressing himself in a clear and detailed manner on a wide range of subjects; he is good at developing his opinions and plans in a logical manner and with precision.	The student is good at expressing himself on a wide range of complex subjects; He is good at presenting a justified and structured argument.
			Writing	The student is good at expressing himself on a wide range of complex subjects; he is good at presenting a justified and structured argument.	The student is good at writing a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view and taking into account the recipient.	The student is good at writing a precise and well-structured text of different forms and genres adapting his style to the recipient; he is good at explaining in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates a good knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a good knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a good knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a good knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a good insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates good knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective.

			Language Learning	The student is good at choosing and using the most effective strategies from those offered to organise his individual language learning; he is good at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is good at utilising and developing the most effective strategies to reinforce his individual language learning; he is good at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is good at being responsible for his own language learning; he is good at selecting and using the most effective strategies for autonomous language learning.
6-6.9	Satisfactory	D	Listening	The student shows a satisfactory understanding spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a satisfactory understanding of the main features of audio-visual resources.	The student shows a satisfactory understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he has a satisfactory understanding of the majority of audiovisual resources in standard speech, in particular current affairs.	The student shows a satisfactory understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a satisfactory understanding of audio-visual resources.
			Reading	The student has a satisfactory level of reading and understanding of written texts in standard language; he has a satisfactory ability to pick out the most pertinent information from a literary or non-literary text.	The student has a satisfactory level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a satisfactory level of reading and understanding; he is satisfactory at analysing literary and non-literary texts which are relatively long and complex, appreciating differences in styles.

			Spoken interaction	The student has a satisfactory ability to take part in conversations and exchange information about familiar and more general topics.	The student has a satisfactory ability to take part in conversations about topics of general interest and current affairs and express personal opinions with fluency and spontaneity.	The student has a satisfactory ability to participate in a fluent and reactive manner in a conversation or a discussion; he is satisfactory at expressing his ideas and opinions in a precise manner taking into account those of the other speaker.
			Spoken Production	The student has a satisfactory at presenting clear, simple descriptions on a wide range of subjects; he is satisfactory at giving reasons and explanations for opinions and plans.	The student is satisfactory at expressing himself in a clear and detailed manner on a wide range of subjects; he is satisfactory at developing his opinions and plans in a logical manner and with precision.	The student is satisfactory at expressing himself on a wide range of complex subjects; He is satisfactory at presenting a justified and structured argument.
			Writing	The student is satisfactory at writing a coherent text on familiar topics which express individual points of view, experiences or personal impressions.	The student is satisfactory at writing a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view and taking into account the recipient.	The student is satisfactory at writing a precise and well-structured text of different forms and genres adapting his style to the recipient; he is satisfactory at explaining in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates a satisfactory knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a satisfactory knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a satisfactory knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has a satisfactory knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a satisfactory insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates satisfactory knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context

						and consider their impact on society at the time, and put it in perspective.
			Language Learning	The student is satisfactory at choosing and using the most effective strategies from those offered to organise his individual language learning; he is satisfactory at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is satisfactory at utilising and developing the most effective strategies to reinforce his individual language learning; he is satisfactory at applying a range of study skills and utilising a variety of tools to the learning of the target language.	The student is satisfactory in being responsible for his own language learning; he is satisfactory at selecting and using the most effective strategies for autonomous language learning.
5-5.9	Sufficient	E	Listening	The student shows a sufficient understanding of spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he has a sufficient understanding of the main features of audio-visual resources.	The student shows a sufficient understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest ; he has a sufficient understanding of the majority of audio-visual resources in standard speech, in particular current affairs.	The student shows a sufficient understanding of the explicit or implicit content of a long speech or of a complex argument which is more or less structured; he has a sufficient understanding of audio-visual resources.
			Reading	The student has a sufficient level of reading and understanding of written texts in standard language; he has sufficient ability to pick out the most pertinent information from a literary or non-literary text.	The student has a sufficient level of reading and understanding of literary and non-literary texts with particular attention to their context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a sufficient level of reading and understanding; he has sufficient ability to analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles.

			Spoken interaction	The student can sufficiently take part in conversations and exchange information about familiar and more general topics.	The student can sufficiently take part in conversations about topics of general interest and current affairs and express personal opinions with sufficient fluency and spontaneity.	The student can sufficiently participate in a fluent and reactive manner in a conversation or a discussion; he can sufficiently express his ideas and opinions in a precise manner taking into account those of the other speaker.
			Spoken Production	The student can sufficiently present clear, simple descriptions on a wide range of subjects; he can sufficiently give reasons and explanations for opinions and plans.	The student can sufficiently express himself in a clear and detailed manner on a wide range of subjects; he can sufficiently develop his opinions and plans in a logical manner and with sufficient precision.	The student can sufficiently express himself on a wide range of complex subjects; He can sufficiently present a justified and structured argument.
			Writing	The student can sufficiently write a coherent text on familiar topics which express individual points of view, experiences or personal impressions.	The student can sufficiently write a precise and structured text on a wide range of subjects, by using different forms and genres, focusing on the personal point of view and taking into account the recipient.	The student can sufficiently write a precise and well-structured text of different forms and genres adapting his style to the recipient; he can sufficiently explain in a critical manner his point of view on literary and non-literary subjects.
			Cultural Awareness	The student demonstrates sufficient knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has sufficient knowledge and use of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates sufficient knowledge and understanding of the target language cultures: society, current affairs, literature and its context; he has sufficient knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates sufficient insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; he demonstrates sufficient knowledge of literary and non-literary texts from different periods, can locate them in their historical and cultural context

						and consider their impact on society at the time, and put it in perspective.
			Language Learning	The student can sufficiently choose and use the most effective strategies from those offered to organise his individual language learning; he can sufficiently apply a range of study skills and utilise a variety of tools to the learning of the target language.	The student can sufficiently utilise and develop the most effective strategies to reinforce his individual language learning; he can sufficiently apply a range of study skills and utilise a variety of tools to the learning of the target language.	The student is sufficiently responsible for his own language learning; he can sufficiently select and use the most effective strategies for autonomous language learning.
3-4.9	Failed (Weak)	FX	Listening	The student shows a weak understanding of spoken standard speech related to personal experience, familiar topics and other subjects of wider interest when people speak clearly; he is hardly able to understand the main features of audio-visual resources.	The student shows a weak understanding of the content of spoken speech or of a relatively complex argument related to familiar topics and other subjects of wider interest; he is hardly able to understand the majority of audiovisual resources.	The student shows a weak understanding of the explicit or implicit content of a long speech or of a complex argument; he is hardly able to understand audio-visual resources.
			Reading	The student has a weak level of reading and understanding of written texts in standard language; he is hardly able to pick out the most pertinent information from a literary or non-literary text.	The student has a weak level of reading and understanding of literary and non-literary texts, and he is hardly able to focus on the context, the organisation of the text and the author's or the narrator's viewpoint.	The student has a weak level of reading and understanding; he is hardly able to analyse literary and non-literary texts, or appreciate differences in style.
			Spoken interaction	The student is weak at taking part in conversations and exchanging information about familiar and more general	The student is weak at expressing himself clearly and in detail on a wide range of subjects; and expresses personal	The student is weak at expressing himself on a wide range of complex subjects; he has a very limited

			topics. He is weak at expressing and briefly justifying his opinions and plans.	opinions and plans with very limited fluency and spontaneity.	ability to express his ideas in a clear and structured way.
		Spoken Production	The student is weak at presenting clear, simple descriptions on a wide range of subjects; he has a very limited ability to give reasons and explanations for opinions and plans.	The student is weak at expressing himself in a clear and detailed manner on a wide range of subjects; he has a very limited ability to develop his opinions and plans in a logical manner and with precision.	The student is weak at expressing himself on a wide range of complex subjects; He has a very limited ability to present a justified and structured argument.
		Writing	The student is weak at writing a coherent text on familiar topics.	The student is weak at writing a precise and structured text on a wide range of subjects.	The student is weak at writing a precise and well-structured text; he has a very limited ability to explain in a critical manner his point of view.
		Cultural Awareness	The student demonstrates a weak knowledge and understanding of the target language culture; he is hardly able to show knowledge and ability to use intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a weak knowledge and understanding of the broader culture of the target language; he is hardly able to show broader knowledge of how to use a range of intercultural codes to interact appropriately with speakers of the target language.	The student demonstrates a weak insight and understanding of the cultures of the target language; he is hardly able to demonstrate the ability to place literary and non-literary texts into context, nor to put them into perspective. He is also weak at recognising a wide range of intercultural codes; he is barely able to engage in a discussion which takes into account, and goes beyond cultural stereotypes.
		Language Learning	The student is weak at choosing and using the most effective strategies from those offered to organise his individual language learning.	The student is weak at utilising and developing the most effective strategies to reinforce his individual language learning.	The student is weak at being responsible for his own language learning.

0-2.9	Failed (Very Weak)	F	Listening	The student is very weak at understanding spoken standard speech related to personal experience; he is not able to understand the main features of audio-visual resources.	The student is very weak at understanding the content of spoken speech; he is not able to understand audiovisual resources.	The student is very weak at understanding the explicit or implicit content of a speech; he is not able to understand audio-visual resources.
			Reading	The student is very weak at reading and understanding written texts in standard language.	The student is very weak at reading and understanding literary and non-literary texts.	The student is very weak at reading and analysing literary and non-literary texts, nor can he appreciate stylistic differences.
			Spoken interaction	The student is very weak at taking part in conversations and exchange information about familiar and more general topics.	The student is very weak at taking part in conversations about topics of general interest and in expressing personal opinions.	The student is very weak at participating in a conversation or a discussion; he is not able to take into account the viewpoint of the other speaker.
			Spoken Production	The student is very weak at presenting clear, simple descriptions on a range of subjects; he is not able to give brief reasons and explanations for opinions and plans.	The student is very weak at expressing himself in a clear manner on a large range of subjects; he is not able to develop his opinions and plans.	The student is very weak at expressing himself on a wide range of complex subjects; He is not able to present a justified and structured argument.
			Writing	The student is very weak at writing a coherent text on familiar topics.	The student is very weak at writing a detailed text on a wide range of subjects.	The student is very weak at writing a precise and well-structured text; he is not able to explain in a critical manner his point of view.
			Cultural Awareness	The student is very weak at demonstrating any knowledge and understanding of the target language cultures; he is not able to use intercultural codes to interact	The student is very weak at demonstrating a knowledge and understanding of the target language cultures; He is not able to use a range of intercultural codes to interact	The student is very weak at demonstrating an insight and deeper understanding of the cultures of the target language; he is not able to demonstrate knowledge of literary and non-

				appropriately with speakers of the target language.	appropriately with speakers of the target language.	literary texts from different periods, nor can he locate them in their historical and cultural context.
			Language Learning	The student is very weak at choosing and using the most effective strategies to organise his individual language learning; he is not able to apply study skills to learning the target language.	The student is very weak at using and developing effective strategies to reinforce his individual language learning; he is not able to apply a range of study skills and utilise a variety of tools to the learning of the target language.	The student is very weak at being responsible for his own language learning; he is not able to select and use the most effective strategies for autonomous language learning.

Annex : COMMENTARIES

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

a) Didactic principles

- ∅ *An integrated approach to the teaching of languages is expected, in which the skills of listening, reading, spoken interaction, spoken production and writing should all have their place.*

The skills of listening, reading, spoken interaction, spoken production and writing should all be developed. They should be given equal weighting and practiced regularly. It is important to provide students with increasingly authentic language contexts and situations.

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

Teachers should take into account the competences students have learned and developed in the Primary Cycle, using the principle of continuum in order to develop and consolidate them. The focus should be on progressive learning between the Primary and Secondary Cycle, especially in the transition between P5 and S1.

- ∅ *In teaching and learning the target language should be used as much as possible.*

Teachers will use mother tongue only in order to address specific strategies of learning of the target language, for example in comparing usage between the mother tongue and the target language, or between two foreign languages.

- ∅ *Students' mistakes and errors are viewed as an integral part of the learning process. They should be used constructively.*

Mistakes and errors can be used to enhance the students' learning. As long as a good level of communication is maintained, the correction of mistakes should not hinder fluidity in speaking and discourage students from writing. As far as is reasonable, accuracy and correct usage of the language should be the aim.

- ∅ *Students should be encouraged to draw on and extend their existing language skills and learning strategies.*

When learning a second language, recourse to existing language skills can be of great benefit to students' learning strategies and making use of them should be encouraged. The contribution of classical languages is also useful.

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

It is very important to employ a variety of teaching methodologies. For example classroom organisation and active-learning tasks such as pair and group work, independent research and project work, role play, and portfolio work are effective.

- ∅ *The use of a range of types of differentiation is encouraged in order to meet the needs of all pupils.*

In order to address heterogeneous grouping, differentiation will be used. Therefore differentiation will 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 by employing a variety of teaching methods.

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

- ∅ *Students will achieve language fluency and independence by making use of a wide range of learning resources in particular digital ones. In teaching and learning ICT is used.*

The use of different resources is not only up to the teacher to provide, but also for the students themselves to explore, but at school and at home.

For example, lexical research, research on a subject or theme, electronic communications, designing and presenting a project (individually or in a small group).

- Ø *Approaches to teaching and learning should reflect the contextualised nature of language use in order to enable an incremental understanding of language as a system.*

Foreign language learning is based on a communicative and action-oriented approach. The context therefore plays an important role. Vocabulary and idioms should be presented in contextual situations and developed in a systematic way.

b) Learning objectives

4. Cycle 3

express himself/herself on a wide range of complex subjects;

present a justified and structured argument;

Students are expected to develop coherent presentations, supported by varied, organised and structured arguments that lead progressively to a conclusion using appropriate examples.

6. Cycle 3

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

demonstrate knowledge of literary and non-literary texts from different periods, locate them in their historical and cultural context and consider their impact on society at the time, and put it in perspective, where possible;

demonstrate knowledge of a text of European literature and its cultural context, other than the target language

At the European Schools, giving perspective may prove to be highly productive as a teaching approach, whether it concerns a literary text or an aspect of society. Thus, although a literary work has an internal coherence and may be understood as a single entity, knowledge of its context, and comparisons with those of other periods or of different countries. will lead to a better grasp of some issues and a more profound interpretation. This holds true for all forms of art.

7. intercultural codes

Cycle 2+3

know and use a range of intercultural codes to interact appropriately with speakers of the target language;

know and use a wide range of intercultural codes to adapt speech and behaviour to recognize and overcome cultural stereotypes;

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

At the end of the third cycle, students should be able to utilise a range of intercultural codes to take account of and address cultural stereotyping.

The starting point for intercultural understanding and an awareness of intercultural codes, is a developing knowledge of those areas that produce cultural differences, for example values, social rules, historic events and symbols, myths, elements of humour, family structures and ways 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 in social contexts, or that they will misinterpret cultural artefacts (including texts of all types) and value-systems.

8. Cycle 1+2+3

choose and use the most effective strategies from those offered to organise his/her individual language learning

Cycle 2

Utilise and develop the most effective strategies to reinforce his/her individual language learning

Cycle 3

Be responsible for his/her own language learning

In cycle 1, account should be taken of learning strategies acquired in the Primary Cycle.

One of the objectives of this syllabus for the three cycles is to encourage learners to take more personal responsibility for their own learning and to gather information about the learning processes.

Students will be able to build on the foundation of self-evaluation put in place during the Primary Cycle, including peer evaluation.

Students develop more autonomy for their learning, for example, they continue to use a learning diary. The use of tools, such as "can-do" statements from the CEFL or the European Language Portfolio should be followed: thus enabling students to identify realistic personal learning goals.

c) Contents

4. Cycle 1-3

knowledge of different resources and tools, especially ICT, for processing and applying information, with support when necessary.

At the earliest opportunity, students will be encouraged to familiarise themselves with, and to use autonomously, a range of resources.

ICT will be used, but also other resources such as textbooks, dictionaries, encyclopaedias, non-fiction magazines, etc. Students will learn to verify sources and to question their scientific validity; they will thus develop a critical approach to the use of resources, in which the teacher's help will prove to be useful. Such work will be carried out individually or in small groups, in the classroom and at home.

4. Cycle 1

knowledge of the culture of target language countries/communities including exposure to literary texts

Cycle 2

deeper knowledge of the culture of target language countries/communities including exposure to literary texts

Cycle 3

insight into the culture of target language countries/communities especially through the study of literary texts

A broad picture of culture will be stressed, comprising literature, the arts, cinema, theatre, history, intercultural codes, the media, etc. The target language is to be understood in the widest sense of the term: it is often the language of several countries. This diversity and richness is to be found in the field of literature and should be planned into teaching programmes. In addition to literary works set by the syllabus (one in S 6 + one in S 7), the student will study – as far as is possible – a range of works of different types and from different periods, so as to develop one of the key competences, "cultural understanding and expression".

ANNEXES:

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-FR-DE)

Annex 5: Samples for the oral Bacculaureate exams (EN-DE-FR)

A harmonized syllabus for all LII languages is to be introduced in the school year 2015 (cycle 1 and cycle 2) and 2016 (cycle 3). Following this, the first LII BAC will take place in 2018. As a result, a new L II 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 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 of the syllabus.

The written exam consists 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 student should be able to *read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles (see Learning objectives, 2. cycle 3)*

A variety of non-fictional texts may be used: newspaper articles, magazine articles, letters, review, essay, speeches, lectures, etc.

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

Reading comprehension is assessed by a variety of questions: open questions, multiple choice questions, right/wrong statements, right/wrong/justify statements, complete the sentence, matching exercises, short answer questions, rewriting the text, completing the text, etc.

Written production:

At the end of cycle 3 the pupils should be able to write a precise and well-structured text of different forms and genres adapting his/her style to the recipient; explain in a critical manner his/her point of view on literary and non-literary subjects (see Syllabus for all L II languages, Learning objectives, 5. cycle 3).

To assess their writing skills, the pupils are expected to write a text in which they introduce and develop their ideas, giving arguments and coming to a conclusion.

An introductory text is provided to guide the students’ written production. Depending on the nature of the task this text production can take the form of an essay, an article, a letter to the editor, etc.

The assessment is based on the following criteria content, organisation, accuracy and style.

Understanding literature:

By the end of the 3rd cycle the student should be able demonstrate insight and deeper understanding of the cultures of the target language: society, current affairs, literature and its context, and the arts in general; demonstrate knowledge of literary and non-literary texts from different periods, locate them in their historical and cultural context , and put into perspective, where possible; (see Syllabus for all L II Languages, Learning objectives, 6. cycle 3).

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

To assess their understanding of the set books and their cultural context, pupils will write an essay, analysis or review.

Model for the written exam

Time allocation: 3 hours

Part 1: reading comprehension	1 unseen non-literary text in total 750 words (+/-10%)	5-7 questions which refer to <ul style="list-style-type: none">· main meaning of paragraphs and text as a whole· relations between paragraphs· reasons/ arguments etc.
Part 2: written production	1 task 400 words (+/- 10 %)	This task can take the form of an essay, an article, a letter to the editor, etc.
Part 3: understanding literature	student chooses 1 out of 2 tasks, each of which concerns one of the set books 600 words (+/- 10 %)	This task can take the form of a literary essay, analysis, review, etc.

Three independent parts.

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

2. BAC ORAL EXAM

The oral exam will assess the student's reading, oral presentation and interaction. Listening skills are included within oral interaction.

These competences include cultural knowledge.

They are in line with the communicative and competence-based approach of the syllabus.

The oral exam consists of two parts:

Part 1: reading comprehension

Part 2: oral interaction

The two parts are independent and have equal weighting.

Reading comprehension:

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

The student should be able to *read, understand and analyse literary and non-literary texts which are relatively long and complex, appreciating differences in styles (see Learning objectives, 2. cycle 3)*

A variety of fictional texts (extracts of a novel, extracts of a short story, poems, etc) and non-fictional texts (newspaper articles, magazine articles, reviews, speeches, etc) may be used.

There must be an even division between fictional and non-fictional texts.

Fictional texts should only come from post 20th Century literature.

Non-fictional texts should be up-to-date.

Only 1 written question should appear with the text. The student presents the main ideas, and makes an analysis of the text in a clear and well-structured way. The student should not express a personal viewpoint in this part.

The presentation should last approximately 3 to 5 minutes.

Following the presentation, the examiners will ask the student a variety of specific questions based only on the text.

Oral interaction:

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

The student should be able to *participate in a fluent and reactive manner in a conversation or a discussion, express his/her ideas and opinions in a precise manner, taking into account those of the other speaker; express himself/herself on a wide range of complex subjects; present a justified and structured argument* .(See Learning objectives, 3.+4. cycle 3)

This part is based on a problem situation which is linked to one of topics studied in years 6+7. The starting point is a provocative stimulus which can appear in a variety of forms: a cartoon, pictures, a graph, a series of pictures, a short quotation, etc. and which the student has not previously seen.

There is no written question to go along with the stimulus, but the examiners ask a challenging opening question to start and develop the discussion.

The student is expected to respond spontaneously, convincingly and be able to sustain a thoughtful and interactive discussion.

L 2 main course
Model for the oral exam

Preparation time: 20 minutes

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

Time allocation for the oral exam: 20 minutes

Both examiners participate actively in the exam.

<p>Part 1: reading comprehension length of the text 400 words +/- 10 %</p>	<ul style="list-style-type: none">· Pupils' understanding and insight into the text is assessed through their initial presentation based on the text and the 1 accompanying question which covers the central ideas.· Then examiners ask specific questions on relevant details, etc. The pupils do not know these questions.
<p>Part 2: oral interaction</p>	<ul style="list-style-type: none">· Pupils' interactive skills are assessed by their reaction to the stimulus given. There is no written question to go along with the stimulus.· The examiners ask a challenging opening question and students are expected to engage in an ensuing discussion.

The two parts are independent and have the same weighting.

Annex 1

Assessment written BAC L II

Criterion		<i>Max. score 40</i>
Part 1 reading comprehension	<ul style="list-style-type: none"> · 40 points to be distributed equally over the questions · Weighting in case of sub questions 	
<i>Max. score 40</i>		
Part 2 written production	1. Content <ul style="list-style-type: none"> · Requirements of task fulfilled · Coherence/development of thoughts/ideas 	1-12
	2. Organization <ul style="list-style-type: none"> · Structure (introduction- development – conclusion) · Cohesion between sentences and between paragraphs · Conventions of text type respected (lay-out, addressee taken into account, register etc.) 	1-12
	3. Accuracy <ul style="list-style-type: none"> · Vocabulary · Spelling · Grammar/syntax 	1-12
	4. Style <ul style="list-style-type: none"> · Range of vocabulary, structures · Readability 	1-4
<i>Max. score 40</i>		
Part 3 understanding literature	1. Content <ul style="list-style-type: none"> · Requirements of task fulfilled · Knowledge of content (main ideas, themes, characters, composition of the set book) 	20
	2. Personal response* <ul style="list-style-type: none"> · Personal viewpoint and appreciation · Relevant arguments 	10
	3. Writing <ul style="list-style-type: none"> · Appropriate use of language 	10
	<i>Total score</i>	

**personal response*: by the end of cycle 3 the student should be able to express a personal viewpoint. This reflection is based on his reading experience.

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 II at level C 1.

PART 1 READING COMPREHENSION

The weighting is determined by the allocation of marks.

Accuracy of language is **not** assessed in this part.

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 fulfils 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, etc.

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. Contents

- Requirements of task fulfilled:

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

- Knowledge of contents:

An overview of the main themes, principal characters and development of the plot, etc.

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.

Assessment is based on a 120 points system. A conversion table will be provided for grading.

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 of the oral BAC exams

	<i>Criterion</i>	Max. 100 points
Part 1: reading comprehension	<ul style="list-style-type: none">· presentation (exploration of the main message, structure, appropriate response to the set question)· relevant responses to examiners' detailed questions on the text	50
Part 2: oral interaction	<ol style="list-style-type: none">1. interaction:<ul style="list-style-type: none">· fluent and reactive manner· communicative effectiveness, spontaneous answers2. language:<ul style="list-style-type: none">· accuracy of vocabulary and grammar· appropriate register3. content:<ul style="list-style-type: none">· task fulfilment· justified and structured arguments, or pertinent examples	50

ENGLISH LANGUAGE II
Main Course

Annex 4

SAMPLE paper for the new Baccalaureate written L II exam
(Ref. 2015-01-D-33-en-1 „Syllabus for all L II languages“)

Length of the examination: 3 hours (180 minutes)

Permitted Equipment: None

Special remarks: Answer **all three** parts

Part 1. Reading Comprehension: Answer all the questions

Part 2. Written Production: Answer the question

Part 3. Understanding Literature: Answer question 1 **or** question 2

Part 1
Reading Comprehension
40 marks

£2m 'remote control' house run by mobile

FAMILIES are queueing up to take part in trials of the first house in Britain to be operated entirely by a mobile telephone.



5 Orange, the second largest mobile phone company in Europe, has spent £2 million transforming an old farmhouse in Hertfordshire into a "superhome" where making the coffee, mowing the lawn, buying the groceries and turning on the washing machine can all be done by remote control from a phone.

10 From April 10th, a family will spend six weeks learning to live with the control phones and a host of gadgets dreamt up by some of the world's best-known manufacturers. Their progress, and that of other families who will follow them, will be monitored by teams at the universities of Surrey and Portsmouth.

15 The designers had an imaginary family in mind when they drew up the plans for the house. David, the father, is a travel writer and broadcaster who works a lot from home, and Clare, his wife, is a reflexologist. The children - James, Melissa and Christopher - are aged 14, 7 and 10 months respectively. The baby's cot is, naturally, fitted with noise and body temperature monitors and a camera in the room can send images of the child to screens around the home.

20 Now the search is on for parents and children who fit the designers' profile as closely as possible. Orange hopes to find them from among its staff or customers and an initial request for volunteers has had an overwhelming response. The company says it has been inundated by would-be guinea pigs willing to help the scientists discover just how much automation real people enjoy in their lives.

25 The house is powered partly by solar cells on the glass roof of the newly-built conservatory. Heating is supplied by a different sort of solar cell on the garage roof and the water used by the household for washing is recycled and used for flushing the lavatories. All this is established technology. What makes the Orange house different is that the phone can not only run the bath, it can set the temperature and depth - and it never overflows. After a day's work, the inhabitants can turn on the central heating or cooker. On their way home, they can open up the house remotely and turn on the lights.

30 The household gadgets and systems can also be controlled by handheld computers. Giving verbal commands to "Wildfire", Orange's voice recognition system, can turn up the temperature, switch on the television, and turn off the lights. All these, according to Orange,

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could be routine fixtures in millions of homes in a few years.

40 As the house is developed, its central computer will log the groceries ordered on the internet and once the purchases have been delivered and stacked away, scanners in fridges, bins or cupboards will log the items as they are used up and add them to the household's list of things to re-order. The house is evolutionary, says Orange. Ultimately, the computer could offer recipes based on the fridge or cupboard contents and use data from health-monitoring equipment, which the house boasts in its small gym, to come up with tailored and nutritious eating plans.

45 Tom Alexander, the Orange chief executive, sees endless possibilities. He said: "Your wirefree home network will be the platform for hundreds of consumer devices, all co-existing and communicating with your home and the outside world. A lot of people think technology is controlling them. We want to turn it on its head and say, 'you're in control and it's easy'. It can give them more time and more freedom."

50 Sue Lambert, who is in control of the project, said the organisers were unsure of the outcome: "We do not know how people will want to control heating, lighting, security, cooking or whatever, if at all. It is about how people use the technology and whether it makes things easier or not. Does it bring people together or will they just disperse into their own rooms? Do people want that one remote control for life? This experiment is sociological as well as
55 technological."

(701 words)

Mary Fagan, *The Independent*, 28 Jan 2011

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Questions:

Read the passage *2 million pound house* and then answer the following questions using your own words as far as possible.

1. Find the information concerning the project, needed to complete the grid below

6 marks

Country?	
Starting when?	
How long?	
Phone company?	
Type of people wanted?	
Purpose of the house?	

____/6

2. What does the **'it'** correspond to in each of these quotations?

5 marks

- a) (line 31) **'it** has been inundated'
- b) (line 37) **'it** can set the temperature'?.....
- c) (line 38) **'it** never overflows'
-
- d) (line 57) 'we want to turn **it** on its head'
- e) (line 62) **'It** is about...'

____/5

3. Are the following statements **true** (T) or **false** (F)? **(1 mark)** Justify your answer briefly. **(1 mark per answer)**

10 marks

- a) There are not many volunteers to test the house. ____

- b) Orange would like to recruit some of their employees. ____

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c) All the devices invented by Orange are already operational. ____

d) Sue Lambert is very positive about the project. ____

e) Users and gadgets are not equally important to her. ____

____/10

4. Why do you think the writer uses the word ‘**evolutionary**’ in line 50? Give examples from the text.

4 marks

____/4

5. What is the relationship between the 2 paragraphs that are between **lines 23 to 27**, and **29 to 32**?

4 marks

____/4

6. What is the overall purpose of this text? Tick those which you think apply. (2 are correct)

4 marks

- To protest
- To inform
- To advise
- To praise
- To publicize

____/4

7. Which **4** of the following comments reflect Sue Lambert or Tom Alexander’s points of view about the project? Write the name of the person next to the comment. One comment is not applicable to either of them.

4 marks

- In the future, all homes will have this technology -
- This project has unlimited potential –
- It is about mastering technology rather than being mastered by it –
- Is it uniting or dividing? -
- There is a possibility that people will become less communicative –

____/4

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**Part 2
Written production
40 marks**



The above photo is of a girl who turned around during a race to help her opponent who had fallen down.

Write an **article** for your school newspaper commenting on the value of sport, using the above illustration as part of your answer.

Make sure that your article is appropriate for its target audience. You should also include the following:

- The benefits of sport for both individuals and communities
- Sport is not just about winning

Write 400 words (+/- 10%).

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Part 3

Understanding literature

40 marks

Write an **essay** of **600 words** (+/- 10 %) on **ONE** of the following questions. You should refer in detail to the set text in your answer and to **at least one other text** that you have studied.

1. Harold Pinter, **Betrayal** – set text *Betrayal* (London, 1978).

How do you think characters respond in different ways to the betrayals they face?
Discuss with reference to the texts you have studied.

OR

2. Monica Ali, **Uprooted** – set text *Brick Lane* (London, 2003).

Once uprooted, many characters feel that they do not belong anywhere.
To what extent do you think this is true in the texts you have studied?

FRANÇAIS LANGUE II

Cours de base

Annexe 4

EXEMPLE pour la nouvelle structure de l'épreuve écrite du BAC
(Réf. 2015-01-D-33-fr-1 « Programme pour toutes les langues Langues 2 »)

Durée de l'examen :	3 heures (180 minutes)
Matériel autorisé :	Aucun
Remarques particulières :	Vous traiterez les trois parties
Partie 1:	Compréhension écrite : vous traiterez tous les exercices
Partie 2:	Production écrite : vous traiterez le sujet
Partie 3:	Compréhension littéraire : vous traiterez un sujet au choix

BACCALAURÉAT EUROPÉEN

FRANÇAIS LANGUE II

Partie 1

Compréhension écrite

40 points

"Je ne veux pas te tuer". Rylee Miller a des scrupules. Elle a 12 ans. En face d'elle, sa meilleure amie, Julianna Pettey, 12 ans aussi. Cette dernière fait moins de difficulté : "Je vais sûrement te tuer en premier. Peut-être que je vais te poignarder".

Bienvenue dans le camp d'été thématique "Hunger Games", qui vient d'ouvrir ses portes en Floride. Surfant sur la popularité de la trilogie littéraire *Hunger Games* – vendue à des millions d'exemplaires et adaptée au cinéma – une école de Largo a eu l'idée de proposer un camp de vacances reprenant la trame de la saga de Suzanne Collins. Ses livres dépeignent une société fictive dans laquelle des adolescents âgés de 12 à 18 ans s'entre-tuent jusqu'à ce qu'il ne reste qu'un survivant, érigé en héros national. Une vision contemporaine de *Sa Majesté des mouches*, de William Golding, ou de *Battle Royale*, le film japonais tiré du roman de Koshun Takami.

Mais dans ce passage de la fiction à la réalité du jeu, certains enfants perdent leurs repères, comme le raconte une journaliste du *Tempa Bay Times*, qui a réalisé un reportage édifiant dans le camp. Elle cite des dialogues pour le moins perturbants entre les 26 enfants participant à l'aventure : *"Qu'est-ce qu'on fait en premier ? Est-ce qu'on commence par se tuer ?"* demande ingénument le petit Sidney, 14 ans. *"Non ! pas de violence cette semaine"*, lui répond une monitrice. Une phrase qu'elle devra marteler tout au long de la journée, débordée par l'enthousiasme des gamins, obsédés par l'idée de s'entretuer. La violence attendra. A la fin de leur première semaine d'entraînement, les participants pourront enfin jouer à se tuer symboliquement dans le tournoi final.

Mais face au manque évident de recul des enfants face à la violence à venir, les organisateurs, *"déconcertés"*, ont décidé d'apporter quelques modifications de dernière minute au jeu. Pour s'éliminer, les enfants devront arracher les drapeaux noués à leur taille, et l'expression *"prendre une vie"* a remplacé le verbe *"tuer"*. Peine perdue. Les activités du camp ont beau ressembler à celles de tout autre camp de vacances, la morbidité de la fiction est omniprésente.

"Si je dois mourir, je préfère être tué par une flèche", lance le petit Joey à qui veut l'entendre. *Ne me tuez pas avec une épée, je préfère encore me faire tirer dessus"*. Un peu plus loin, Frances, 10 ans, la plus jeune participante, met la touche finale à l'affiche qui annonce le tournoi final : *"LOSING MEANS CERTAIN DEATH"* ("Perdre revient à une mort certaine").

La révélation de l'existence du camp a suscité une levée de boucliers dans certains médias américains (*Vanity Fair*, *Gawker*, etc.). Le directeur du Hunger Games Camp, Ted Gillette, a aussitôt défendu le concept de son camp d'été, *"qui utilise les livres, expurgés de leur violence, pour enseigner aux enfants le travail d'équipe et l'estime de soi, entre autres choses"*, rapporte le *Hollywood Reporter*. Il rappelle la variété des activités proposées (théâtre, arts, compétitions académiques et compétitions sportives en plein air). Les enfants, souligne-t-il, apprennent à travailler la terre et à fabriquer leurs propres arcs, mais ils tirent sur des cibles, et non les uns sur les autres, comme on le voit sur ce reportage du *Tampa Bay Times*.

BACCALAURÉAT EUROPÉEN FRANÇAIS LANGUE II

Ce camp inspiré d'un film particulièrement violent propose-t-il des activités fondamentalement différentes des jeux que pratiquent naturellement les enfants, toujours prompts à jouer aux cowboys et aux indiens ?

"Les enfants peuvent feindre la mort au cours de presque n'importe quel jeu, de nos jours, explique au Tampa Bay Times le psychologue Simon Bosès. Mais lorsqu'on prend un moment pour discuter avec eux et qu'ils disent : 'Je vais te tuer', ils ne comprennent pas ce qu'ils disent. La mort, à cet âge, n'est pas quelque chose de final. C'est un retour à la case départ."

Pour Susan Toler, psychanalyste spécialiste des enfants, en revanche, l'idée même de ce camp est "impensable". *"Quand les enfants lisent des livres ou regardent des films, ils sont simples observateurs, à l'écart des tueries. Mais quand ils commencent à s'approprier le rôle et à l'incarner pleinement, ça devient plus proche. La violence devient alors nuisible"*.

(708 mots)

Le Monde – 13 août 2013, Big Browser (blog de journalistes du journal *Le Monde*)

BACCALAURÉAT EUROPÉEN
FRANÇAIS LANGUE II

Exercices :

Lisez le texte puis traitez les exercices suivants :

1. Encadrez *l'intrus*. **2 points**
- campement
 - campanile
 - campeur
 - camping
 - décamper
- ___/2
2. Trouvez dans le texte les mots correspondant à ces termes ou définitions. **8 points**
- 1. Faire semblant :
 - 2. Compétition :
 - 3. Activité organisée selon des règles :
 - 4. Ce qui s'oppose à la réalité :
 - 5. Fonction au théâtre remplie par un acteur :
 - 6. Personnage exceptionnel :
 - 7. Ensemble d'événements imprévus, extraordinaires :
 - 8. Emotion intense :
- ___/8
3. Relevez les termes appartenant au champ lexical de la violence. **6 points**
- ___/6
4. Relevez au moins trois expressions et mots différents qui montrent le caractère déstabilisant de cette violence **6 points**
- a. pour les enfants :
 - b. pour les adultes :
- ___/6
5. Les animateurs ont trouvé des moyens pour atténuer la violence de ce jeu : recopiez trois formules qui le montrent. **6 points**
- ___/6
6. Complétez l'affirmation suivante en reformulant trois passages significatifs du texte **9 points**
- Ce « camp » peut être considéré comme une bonne idée parce que...*
- ___/9
7. Donnez à ce texte un titre qui rende compte de son contenu. **3 points**
- ___/3

Partie 2
Production écrite
40 points



Catherine BALET, *Strangers in the light (Étrangers dans la lumière) n°3*, Photographie extraite du catalogue Steidl, mars 2013

Cette photographie fait partie d'un corpus de textes et de documents concernant la conversation.

Vous rédigez **un article** destiné à un journal national. Votre article comprendra, entre autres,

- des arguments qui montrent que les outils numériques favorisent ou non la communication entre les personnes
- votre point de vue personnel.

Ecrivez 400 mots (+/- 10%)

**Partie 3
Compréhension d'une œuvre littéraire
40 points**

Vous traiterez **un** des deux sujets suivants: vous écrirez un **essai** de 600 mots (+/- 10%).

1. **VOLTAIRE, *Contes*** (*Zadig*, 1747, *Le Monde comme il va*, 1748, *Memnon ou la sagesse humaine*, 1748)

Voltaire considérait les *Contes* comme des « bagatelles », c'est-à-dire comme un genre mineur.

En quoi ces œuvres sont-elles pourtant représentatives de l'esprit des Lumières ?

Vous donnerez votre point de vue en vous appuyant sur des exemples précis tirés des textes que vous avez lus.

ou

2. **POMMERAT, *Cendrillon*, 2011**

Montrez qu'un des ressorts de la pièce repose sur l'inversion des rôles traditionnels du conte. Vous argumenterez en vous appuyant sur des exemples précis tirés de la lecture et de la représentation de l'œuvre de Pommerat.

DEUTSCH - SPRACHE II
Grundkurs

Anhang 4

**BEISPIEL für das neue Prüfungsformat schriftliches Abitur
(Ref. 2015-01-D-33-de-1 „Lehrplan für alle L II Sprachen“)**

Prüfungsdauer : 3 Stunden (180 Minuten)

Zulässige Hilfsmittel: keine

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

Teil 1: Leseverständnis: Bearbeiten Sie die Aufgaben

Teil 2: Textproduktion: Bearbeiten Sie die Aufgabe

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

**Teil 1
Leseverständnis
40 Punkte**

Generation Y

Wir sind jung... und brauchen das Glück: Wie die Generation Y die Berufswelt verändert und warum alle von diesem Wandel profitieren. Von Kerstin Bund.

Für manche Personalchefs sind wir ein Albtraum: Sie halten uns für verwöhnt, selbstverliebt und größtenwahnsinnig. Es heißt, wir seien schlecht darin, uns zu hinterfragen, aber groß darin, uns selbst zu überschätzen. Wir könnten nichts so richtig (außer schneller simsen als die Alten). Schon in der Schule hätten wir für mäßige Leistungen viel zu gute Noten bekommen und für alles andere eine Urkunde (auch wenn wir beim Fußballturnier nur auf der Ersatzbank saßen).

Wir, das ist meine Generation. Man nennt uns Generation Y, weil wir nach der Generation X geboren sind, also zwischen 1980 und 1995, und Y im Englischen ausgesprochen wird wie *why*, "warum" (da wir alles hinterfragen). Während wir gerade massenhaft auf den Arbeitsmarkt strömen, fragen sich Chefs und Personalberater, mit wem sie es da eigentlich zu tun haben. Manche halten uns für Freizeitoptimierer, die, anstatt an ihrer Karriere zu arbeiten, lieber pünktlich Feierabend machten oder sich gleich ins Sabbatical verabschiedeten.

Aber sind wir wirklich die "Generation Weichei", als die uns manche Medien verspotten? Ich persönlich nehme meine Generation ganz anders wahr. Wir sind nicht faul. Wir wollen arbeiten. Nur anders. Mehr im Einklang mit unseren Bedürfnissen. Wir lassen uns im Job nicht versklaven, doch wenn wir von einer Sache überzeugt sind (und der Kaffeeautomat nicht streikt), geben wir alles. Wir suchen Sinn, Selbstverwirklichung und fordern Zeit für Familie und Freunde.

Was wir verlangen, kommt einem gewaltigen Umbruch gleich: Wir fordern eine neue Berufswelt. In der alten herrscht vor allem Frust: Jeder vierte Beschäftigte in Deutschland hat innerlich gekündigt, 61 Prozent machen Dienst nach Vorschrift, wie aus dem "Engagement Index" des Beratungsunternehmens Gallup hervorgeht. In vielen Unternehmen gelten noch immer starre Arbeitszeiten und Präsenzpfllichten. Statt Vertrauensarbeitszeit herrscht das Diktat der Stempeluhr. Feedback gibt es, wenn überhaupt, nur einmal im Jahr – beim obligatorischen Mitarbeitergespräch.(...)

Meine Generation will das ändern. Und die Älteren können uns dankbar sein, denn auch sie wollen anders arbeiten. Auch sie wünschen sich mehr Flexibilität und mehr Freiräume, wie Studien belegen, auch sie sehnen sich nach regelmäßigem Feedback und einer klaren Perspektive. Meine Generation kämpft also nicht nur für sich, sie kämpft für eine Kultur, die allen nützt.

EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE II

Aufgaben:

Lesen Sie den Text und beantworten Sie die Aufgabenstellungen.

I. Wortverstehen

5 Punkte

Welche Erklärung passt im Kontext des obigen Textes am besten? Bitte kreuzen Sie an. Nur eine Antwort ist richtig.

1. „sich überschätzen“ (Z. 4) bedeutet

- man glaubt, dass man nicht sehr viel kann
 man hat ein zutreffendes Bild von sich selbst
 man glaubt, dass man mehr kann, als es tatsächlich der Fall ist

___/1

2. ein Weichei (Z. 13)

- eine Person, die verspottet wird
 eine Person, die nicht hart arbeiten möchte
 eine Person, die sich nicht durchsetzen kann

___/1

3. der Umbruch (Z. 18)

- Gewalt
 Veränderung
 Chaos

___/1

4. Vertrauensarbeitszeit (Z. 22)

- Die Arbeitszeit wird nicht kontrolliert
 Es wird viel Zeit investiert, um Vertrauen aufzubauen
 Alle kennen ihre Arbeitszeiten

___/1

5. der Freiraum (Z. 25)

- die Möglichkeit zu tun, was man möchte
 arbeiten im Freien
 ein Raum ohne Möbel

___/1

___/5 Punkte

II. Richtig oder falsch?

10 Punkte

Die Antworten befinden sich in den Zeilen 1-27.

Sind die folgenden Sätze richtig oder falsch? Bitte begründen Sie Ihre Entscheidung mit einem Zitat aus dem Text.

Punkte

Beispiel:

1/1

Die Autorin gehört selbst zur Generation Y. Richtig

Zitat: Wir, das ist meine Generation. Man nennt uns Generation Y. (Z. 7)

1/1

1. Zur „Generation Y“ gehören Menschen, die zwischen 1980 und 1995 geboren wurden. _____

___/1

EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE II

- Zitat: _____ /1
2. Arbeitgeber haben ein positives Bild der Generation Y. _____ /1
- Zitat: _____ /1
3. Die Generation Y hat keine Lust, zu arbeiten. _____ /1
- Zitat: _____ /1
4. Ältere Arbeitnehmer haben die gleichen Ziele wie die Arbeitnehmer der Generation Y. _____ /1
- Zitat: _____ /1
5. Die Generation Y ist bereit, zwischen Beruf und Familie zu wählen. _____ /1
- Zitat: _____ /1

___/10 Punkte

III. Überschriften zuordnen

5 Punkte

Diese Überschriften beziehen sich auf Z. 1-27.

Wählen Sie aus den folgenden Sätzen diejenigen aus, die sich am besten als Überschriften für die Abschnitte in Zeilen 1 bis 27 im obigen Textteil eignen. Ordnen Sie jedem Abschnitt nur eine Überschrift zu. Drei Überschriften lassen sich nicht zuordnen.

Überschrift	Zeile von - bis
Die Vorzüge der Stempeluhr	
Bisherige Arbeitsbedingungen schüren Frust	
Generation Y hat verzerrte Selbstwahrnehmung	
Generation Y steht allein da	
Alle haben etwas davon	
Anders arbeiten, nicht schlechter	
Generation Y trifft jetzt auf den Arbeitsmarkt	
Personalchefs danken ab.	

___/5 Punkte

IV. Sätze einfügen

15 Punkte

In den Zeilen 28-54 fehlen fünf Sätze. Bitte wählen Sie aus der Tabelle die fünf passenden Sätze aus und tragen Sie den passenden Buchstaben ein.

Beispiel:

Satz	Textstelle
Klempner, Lokführer, Altenpfleger.	Z

Satz	Textstelle
Wir sind die am besten ausgebildete, die internationalste und vielsprachigste Generation, die jemals die Arbeitswelt betreten hat.	
Beruf plus Freude plus Sinn. Karriere und Familie – und zwar für beide Partner.	
Afghanistankrise, Irakkrise, Klimakrise, Wirtschaftskrise, Bildungskrise, Finanzkrise, Euro-Krise.	

EUROPÄISCHE ABITURPRÜFUNG DEUTSCH - SPRACHE II

Die Jungs und Mädels, die da momentan in die Wirtschaft drängen, setzen den Unternehmen arg zu.	
Und den Job auf Lebenszeit gibt es ebenso wenig wie die sichere Rente.	
Jedenfalls keinen Dienstwagen mit Vollausrüstung, keinen Privatparkplatz in der Firmengarage und auch kein aufgeglastes Eckbüro mit Ausblick.	
Ein Job in New York - vor zehn Jahren hätten die Mitarbeiter sich darum gerissen.	

___/15 Punkte

V. Welche Antwort ist richtig?

5 Punkte

Diese Fragen beziehen sich auf Z. 28-54.

Kennzeichnen Sie die richtige Antwort. Nur eine Antwort ist richtig.

1. Welche Druckmittel hat die Generation Y gegenüber den Arbeitgebern?

- Sie drohen, deren Rente nicht zu zahlen.
- Sie wissen, dass ein Mangel an Arbeitskräften herrscht
- Sie sind Experten für ihre nationalen Märkte.
- Sie interessieren sich besonders für Berufe, die gebraucht werden.

2. Veränderungen in der Arbeitswelt gab es auch schon früher. Wodurch unterscheidet sich die Veränderung, die Generation Y fordert, von früheren?

- Die Generation Y sind alles Akademiker.
- Die Generation Y fordert Veränderungen von oben.
- Die Generation Y fordert Veränderungen von unten.
- Generation Y fordert offener Veränderungen.

3. Was ist der Generation Y wichtig?

- Dienstwagen und Firmenparkplatz.
- Zusatzzahlungen.
- Die Aussicht auf Arbeit.
- Herr über die eigene Zeit zu sein.

4. Worauf kann die Generation Y verzichten?

- Auf eine Arbeit, die sinnvoll ist.
- Auf eine gute Beziehung.
- Auf Flexibilität.
- Auf ein sehr hohes Gehalt.

5. Welche Folgen hat das Krisengefühl?

- Die Generation Y ist gewöhnt an ständigen Wandel.
- Mehr als andere Generationen sucht die Generation Y die Sicherheit.
- Die Generation Y ist leicht überrascht.
- Die Generation fürchtet den Wandel.

___/5

**Teil 2
Textproduktion
40 Punkte**

Fleischkonsum der Deutschen



Die obige Grafik zeigt wie hoch der Fleischkonsum der Deutschen pro Jahr ist. Insgesamt fast 60 Kilogramm verspeist demnach jeder Deutsche pro Jahr. Laut Daten des statistischen Bundesamtes ist die Anzahl der geschlachteten Tiere zwar rückläufig (Etwa 10 % von 2000 bis 2010), aber die Pro Kopf Menge des verzehrten Fleisches ist immer noch sehr hoch. Die Deutsche Gesellschaft für Ernährung beispielsweise empfiehlt einen Fleischkonsum, der im Jahr zwischen 15 und 30 Kilogramm liegt.

Quellen: Statistisches Bundesamt (2008), Deutsche Gesellschaft für Ernährung (2015)

Vegetarier zu sein ist „in“ – gleichzeitig wird in Deutschland immer noch sehr viel Fleisch gegessen. Bitte schreiben Sie einen **Blog**.

Ihr Text sollte auch folgendes enthalten:

- Argumente für und gegen den Fleischkonsum
- Ihre persönliche Haltung

Schreiben Sie 400 Wörter (+/- 10%).

**EUROPÄISCHE ABITURPRÜFUNG
DEUTSCH - SPRACHE II**

**Teil 3
Literarische Erörterung
40 Punkte**

Bitte bearbeiten Sie eines der beiden Themen ausführlich und gegliedert.
Schreiben Sie 600 Wörter (+/- 10%).

1. Franz Kafka, *Die Verwandlung*

„Familie ist ein ganz eigenes Universum. Zuerst einmal ist sie ein sozialer Raum. Ist dieser einigermaßen intakt, kann jeder in ihr, ob Kind oder Erwachsener, sich angemessen entwickeln und wachsen.“ (www.tagesspiegel.de/Patricia Wolf: Was ist Familie heute? 2010)

Nehmen Sie begründet Stellung und beziehen Sie sich auch auf Franz Kafkas Text *Die Verwandlung*.

oder

2. Urs Widmer, *Top Dogs*

Welche Rolle spielt beruflicher Erfolg? Legen Sie Ihre Meinung begründet dar und beziehen Sie sich dabei auch auf die Figuren in Urs Widmers Theaterstück *Top Dogs*.

Annex 5

Beispiel für einen literarischen Text (Teil 1: Leseverständnis)

Der folgende Text ist der Anfang des Romans **Nullzeit** von Juli Zeh (2012):

Wir sprachen über Windrichtung und Wellengang und spekulierten, wie der November verlaufen würde. Auch auf der Insel gab es Jahreszeiten, man musste nur genauer hinschauen. Tagsüber sank die Temperatur selten unter zwanzig Grad. Danach kam die wirtschaftliche Situation an die Reihe. Bernie, der Schotte, plädierte für eine geregelte
5 Insolvenz der Griechen. Laura kam aus der Schweiz und fand, dass man kleine Länder unterstützen sollte. Ich interessierte mich nicht für Politik. Um den ganzen Tag Nachrichten im Internet zu lesen, hätte ich nicht auswandern müssen. Laura und Bernie einigten sich darauf, dass Deutschland die neue Wirtschaftspolizei Europas sei - stark, aber unbeliebt. Erwartungsvoll blickten sie mich an. Im Ausland ist jeder Deutsche Angela Merkels
10 Pressesprecher.

Ich sagte: „Für uns ist die Krise doch längst vorbei.“

Die Deutschen und Briten fuhren wieder in Urlaub. Es ging uns besser, manchen sogar gut.

Unsere Pappschilder trugen wir unter den Arm geklemmt. Auf dem Schild von Bernie stand EVANS FAMILY und NORRIS FAMILY. Bei Laura stand, ANNETTE, FRANK, BASTI
15 und SUSANNE. Ich hatte an diesem Tag nur zwei Namen dabei: THEODOR HAST und JOLANTHE AUGUSTA SOPHIE VON DER PAHLEN. Die beiden Namensbestandteile hatten kaum auf das Schild gepasst. Die Schilder mussten so klein sein, dass wir sie jederzeit unter den Jacken verschwinden lassen konnten. Ein Inselgesetz zum Schutz der
20 Taxifahrer verbot uns die Abholung von Kunden am Flughafen. Erwischte man uns dabei, zahlten wir dreihundert Euro Strafe. Vor den Glastüren der Ankunftshalle standen die Taxifahrer und behielten uns im Auge. Ihretwegen pflegten wir unsere verdutzten Kunden wie alte Freunde in die Arme zu schließen. Die Anzeigetafel über unseren Köpfen sprang
25 um. *20 minutes delayed*. Bernie hob fragend die Augenbrauen. Wir nickten.

„With much milk“, sagte ich.

„Lots of“, sagte Laura.

Seit Jahren versuchte Laura, mir Englisch beizubringen. Dabei hatte ich nicht einmal richtig Spanisch gelernt. Bernie war mein schlechtes Englisch egal, solange er mich
30 verstand. Er schob die Hände in die Taschen seiner Shorts und schlenderte zum Kaffeestand. Mit Fünf-Tage-Bart und Wiegeschritt sah er immer aus, als befände er sich an Deck eines Schiffs.

Wir hatten den Kaffee ausgetrunken, als die ersten Passagiere durch die Absperrung kamen. Bernie wurde von einer Familie umringt. Fünf Personen. Das lohnte sich. Ich hielt
35 Ausschau nach einer eleganten älteren Dame in Begleitung eines weißhaarigen Mannes, der einen Gepäckwagen mit einem Berg farblich aufeinander abgestimmter Koffer schieben würde. Anders konnte ich mir einen Theodor und Jolante nicht vorstellen. Wir hatten Exklusivbetreuung vereinbart und uns auf eine Summe geeinigt, die nur zahlen konnte, wer einen großen Teil des Lebens bereits hinter sich hatte.

Es war immer spannend, neue Kunden am Flughafen abzuholen. Man wusste nie,
40 wer auf die Idee kam, das Tauchen auszuprobieren.

(439 Wörter)

Aufgabe: Wie werden die Personen und der Ort der Handlung in diesem Textausschnitt eingeführt und was erwartet der Leser nach diesem Anfang?

Exemple pour un texte littéraire (1^{ère} partie : Compréhension de lecture)

Thème : Exils

Philippe CLAUDEL, *La Petite Fille de Monsieur Linh* (2005) - incipit

C'est un vieil homme assis à l'arrière d'un bateau. Il serre dans ses bras une valise légère et un nouveau-né, plus léger encore que la valise. Le vieil homme se nomme Monsieur Linh. Il est seul à savoir qu'il s'appelle ainsi car tous ceux qui le savaient sont morts autour de lui.

5 Debout à la poupe du bateau, il voit s'éloigner son pays, celui de ses ancêtres et de ses morts, tandis que dans ses bras l'enfant dort. Le pays s'éloigne, devient infiniment petit, et Monsieur Linh le regarde disparaître à l'horizon, pendant des heures, malgré le vent qui souffle et le chahute comme une marionnette. [...] Une sangle entoure [sa] valise afin qu'elle ne puisse pas s'ouvrir, comme si à l'intérieur se trouvaient des biens précieux. En vérité, elle ne contient que des vêtements usagés, 10 une photographie que la lumière du soleil a presque entièrement effacée, et un sac de toile dans lequel le vieil homme a glissé une poignée de terre. C'est là tout ce qu'il a pu emporter. Et l'enfant bien sûr. L'enfant est sage. C'est une fille. Elle avait six semaines lorsque Monsieur Linh est monté à bord avec un nombre infini d'autres 15 gens semblables à lui, des hommes et des femmes qui ont tout perdu, que l'on a regroupés à la hâte et qui se sont laissé faire.

Six semaines. C'est le temps que dure le voyage. Si bien que le temps que le bateau arrive à destination, la petite fille a déjà doublé le temps de sa vie. Quant au vieil homme, il a l'impression d'avoir vieilli d'un siècle. [...]

20 Enfin, un jour de novembre, le bateau parvient à sa destination, mais le vieil homme ne veut pas en descendre. Quitter le bateau, c'est quitter vraiment ce qui le rattache encore à sa terre. Deux femmes alors le mènent avec des gestes doux vers le quai, comme s'il était malade. Il fait très froid. Le ciel est couvert. Monsieur Linh respire l'odeur du pays nouveau. Il ne sent rien. Il n'y a aucune odeur. Il serre l'enfant plus 25 encore contre lui, chante la chanson à son oreille. En vérité, c'est aussi pour lui-même qu'il la chante, pour entendre sa propre voix et la musique de sa langue.

Monsieur Linh et l'enfant ne sont pas seuls sur le quai. Ils sont des centaines comme eux. Vieux et jeunes, attendant docilement, leurs maigres effets à leurs côtés, attendant sous un froid tel qu'ils n'en ont jamais connu qu'on leur dise où aller. 30 Aucun ne se parle.

(420 mots)

Question : *Changer de pays est-il toujours synonyme de difficultés ?*

Example for a literary text (Part 1: Reading Comprehension)

The Reluctant Fundamentalist pgs 85-86 by Mohsin Hamid (2007)

The character in this extract has just returned to the USA, after being in Pakistan, the country of his birth.

5 For despite my mother's request, and my knowledge of the difficulties it could well present me at immigration, I had not shaved my two-week-old beard. It was, perhaps, a form of protest on my part, a symbol of my identity, or perhaps I sought to remind myself of the reality I had just left behind; I do not now recall my precise motivations. I know only that I did not wish to blend in with the army of clean-shaven youngsters who were my co-workers, and that inside me, for multiple reasons, I was deeply angry.

10 It is remarkable, given its physical insignificance - it is only a hairstyle, after all - the impact a beard worn by a man of my complexion has on your fellow countrymen. More than once, traveling on the subway - where I had always had the feeling of seamlessly blending in - I was subjected to verbal abuse by complete strangers, and at Underwood Samson* I seemed to become overnight a subject of whispers and
15 stares. Wainwright tried to offer me some friendly advice. "Look man," he said, "I don't know what's up with the beard, but I don't think it's making you Mister Popular around here." "They are common where I come from," I told him. "Kentucky Fried Chicken is common where I come from," he replied, "but I don't smear it all over my face. You need to be careful. This whole corporate friendly facade only goes so
20 deep. Believe me."

I appreciated my friend's concern, but I did not take his suggestion. Despite the layoffs, the utilization rate at our firm remained low in January, and I sat at my desk with little to do. I spent this time online, reading about the ongoing deterioration of
25 affairs between India and Pakistan, the assessment by experts of the military balance in the region and likely scenarios for battle, and the negative impact the standoff was already beginning to have on the economies of both nations. I wondered how it was that America was able to wreak such havoc in the world - orchestrating an entire war in Afghanistan, say, and legitimizing through its actions the invasion of weaker states by more powerful ones, which India was now proposing to do to Pakistan - with so
30 few apparent consequences at home.

(387 words)

*Underwood Samson - the name of the company where the narrator works

Question: The character says in line 7, "*I was deeply angry.*" What makes him angry, and how does the writer show this to you, the reader?

Beispiel für einen nichtliterarischen Text (Teil 1: Leseverständnis)

Der Staat ist nicht für jeden Pipikram zuständig

Harald Martenstein, *Der Tagesspiegel*, 18.01.2015

Die Schule ist mit ihrer Hauptaufgabe gut ausgelastet. Sie kann nicht zur Universal-Reparaturwerkstatt für Versäumnisse des Elternhauses und gesellschaftliche Fehlentwicklungen werden.

5 Eine Schülerin hat mit einem Tweet eine bildungspolitische Debatte ausgelöst. Naina aus Köln, 17, schreibt auf Twitter: „Ich bin fast 18 und hab keine Ahnung von Steuern, Miete oder Versicherungen. Aber ich kann 'ne Gedichtsanalyse schreiben. In vier Sprachen.“ Mehr als 20000 Menschen mochten das, sogar die Bildungsministerin Johanna Wanka antwortete. Ob Naina in der Schule wirklich so eine polyglotte Granate ist, wie sie behauptet? Ich gestehe, dass mich Nainas Wort „Gedichtsanalyse“ ein bisschen misstrauisch gemacht hat – nennt man so was nicht eher „Interpretation“?

Es gab, neben Zustimmung, auch viel Kritik.

15 Die SPD-Bundestagsabgeordnete Simone Raatz schrieb: „Vier Sprachen, Hut ab – mit diesem Intellekt ist man doch sicher in der Lage, sich die nötigen Informationen selbst zu beschaffen.“ Ich mochte diese Antwort. Noch lieber mochte ich allerdings die Twitter-Antwort von „Hermione Rescue“: „Schade, dass an Gymnasien nicht gelehrt wird, dass man auf Rolltreppen rechts steht und an Bahnsteigen erst aussteigen lässt.“

20 Ja, ein paar Sachen müssen wohl auch die Eltern den Kindern beibringen. Die Schule hat vor allem zwei Aufgaben – erstens lehrt sie das Lernen und vermittelt eine Arbeitshaltung. Den konkreten Schulstoff hat man, sofern man ihn nicht ständig anwenden muss, nach ein paar Jahren meistens vergessen, vor allem in Mathe. Aber wie man sich in ein fremdes Fachgebiet einarbeitet, das behält man, im Idealfall. Zweitens muss die Schule natürlich Allgemeinwissen vermitteln, das, was man braucht, um Gegenwart und Vergangenheit zu verstehen.

Jeder ist für sich selbst verantwortlich.

25 Daneben ist an der Schule immer nützlicher Alltagskram unterrichtet worden, halbvergessene Fächer wie „Hauswirtschaftslehre“ und „Handarbeit“ erzählen davon. Insofern, Naina, haben Sie nicht ganz Unrecht. Wir dürfen die Schule mit diesem Zeug aber nicht überfordern. Es ist nicht der Job der Lehrer, Sie fit zu machen für den Alltag. Die Lehrer machen Sie vor allem fit für einen Beruf. Die Schule ist mit ihrer Hauptaufgabe, Bildung, gut ausgelastet. Wir können sie nicht zur Universal-Reparaturwerkstatt für Versäumnisse des Elternhauses und gesellschaftliche Fehlentwicklungen ausbauen.

35 Und der Staat ist nicht für jeden Pipikram zuständig, zum Beispiel dafür, jungen Bürgern zu erklären, wie man eine Wohnung mietet. Wir sind für unser Leben selbst verantwortlich, zumindest ein bisschen, meinen Sie nicht, Naina? Wenn Sie, als intelligenter Mensch, mit dem Alltag überfordert sind, dann müssen Sie an sich arbeiten. Vielleicht scheitern Sie, bei diesem und jenem. Dann sind Sie – eine politisch unkorrekte Formulierung, ich weiß – selber schuld. Dies wäre übrigens mein Vorschlag für das nächste „Unwort des Jahres“: Eigenverantwortung.

(400 Wörter)

Aufgabe: Fassen Sie die Kernaussagen des Textes zusammen und beziehen Sie Stellung zur Rolle der Schule in der Gesellschaft.

Exemple pour un texte non littéraire (1^{ère} Partie : Compréhension de lecture)

La merveilleuse alchimie de l'amitié », *L'Express*, article publié le 20.04.2000

« Pour moi, c'est ravir au monde le soleil que d'ôter de la vie l'amitié », a dit Cicéron. Alors, il fait beau sur la France. Chaud même, radieux. Les Français, que l'Ifop a interrogés pour *L'Express* sont quasi unanimes : 96 % d'entre eux estiment que l'amitié est importante pour leur plaisir et leur équilibre personnel, et la moitié d'entre eux la jugent indispensable. [...] On n'a pas toujours un emploi, un amour, un abri. On a toujours un ami.

Vertu chez Aristote, « *convenances des volontés* », selon Montaigne, passion de l'âme pour Descartes, « *accord inaltérable* » dans l'esprit d'Alain, « *art* » aux yeux de Cocteau, l'amitié est sans doute le sentiment qui aura, au fil des siècles, levé le moins de soupçons. Seuls les moralistes du XVIII^e [siècle] y auront vu, avec La Rochefoucauld, « *un ménagement réciproque d'intérêts* » ou « *un mélange d'amour de soi et de pitié* », selon l'expression de Schopenhauer. Le plébiscite d'aujourd'hui n'est pas surprenant. Rien n'a changé, et pourtant tout a changé.

Une enquête de l'Insee sur la sociabilité montrait récemment que les Français voyaient assez peu leurs amis, faute de temps. L'hiver, on se terre chez soi, hors des heures de travail. On se planque devant la télé, on s'arrime à sa famille, valeur refuge d'autant plus précieuse qu'elle est friable et rétrécit. On attend le printemps pour sortir. Le pic de la vie conviviale est atteint en juin et en août. Au fond, pas besoin de se voir. L'essentiel est de savoir que, quelque part, quelqu'un est prêt à vous épauler. Peu de personnes interrogées par l'Ifop considèrent que l'amitié consiste d'abord à faire des choses ensemble (17 %), fût-ce la fête (7 %). Les amis ne sont pas là non plus pour servir de psy ou d'égouttoir à confidences (17 %). Pour 6 Français sur 10, l'amitié, aujourd'hui, c'est d'abord s'entraider.

Plus qu'autrefois, les Français souffrent de solitude, leurs racines sont atomisées, et ils ont du mal à construire leur propre famille. Du coup, l'amitié prend une nouvelle importance, plus structurante, vitale. En un temps où chacun veut croire qu'il est l'artisan et le maître de sa vie, les amis — la deuxième famille, celle qu'on se choisit — jouent un rôle fondateur. En les élisant, on choisit des valeurs, une culture, un code moral, une géographie affective, parfois un mode de vie, un sport, une cause, un clan : on affine sa personnalité. Comment se fait-on des amis aujourd'hui, comment les cultive-t-on ? Comment naît, prospère, ou meurt, ce sentiment si doux et si puissant ?

(411 mots)

Par Jacqueline REMY et Maud AIGRAIN, Laurent BIGOT, et Anne Ciolkovitch, Anne-Sophie GALLIANO, Marie HURET et Sophie MARIAGE, article publié le 20/04/2000
http://www.lexpress.fr/informations/la-merveilleuse-alchimie-de-l-amitie_637565.html, consulté le 19-01-2015

Question : Quelle place l'amitié occupe-t-elle dans la société française du XXI^e siècle ?

Example for a non-literary text (Part 1: Reading Comprehension)

Topic: Technology

Cyberattack on Gamers

5 Disrupted PlayStation and Xbox networks frustrated gamers much of Friday, one day after going down on one of the busiest gaming days of the year. Neither Sony nor Microsoft, which own PlayStation and Xbox respectively, have had much to say about the outages that have kept millions of its gamers from playing one another online, but there were signs Friday evening that it may soon be resolved.

At 2.16 a.m. Friday, Microsoft's verified @XboxSupport account tweeted, "Some Xbox One users may currently be experiencing issues signing into Xbox Live," and directed users to its service website for the latest. Sony's official PlayStation support Twitter account posted at 2.30 a.m., "Our engineers are continuing to work hard to resolve the network issues users 10 have experienced today. Thanks for your continued patience."

More than 14 hours later, at 5.10 p.m., it tweeted pretty much the same thing. "Update: we are working to restore full network services for all platforms -- thanks, as always, for your patience!" But based on the overall sentiment expressed in the comments posted to message boards and on Twitter, the collective patience among PlayStation users is offline as well. 15

"@AskPlayStation has been tweeting that for hours now since last night," user Christoph710 posted on Sony's PlayStation4 support forum. "I'm getting rid of this piece of trash and going back to pc gaming." "Totally not cool," AllenJLee said late Friday morning. "I've tried so many times and am unable to play." 20

If it turns out that this was a cyberattack, chances are it was done by Lizard Squad, a band of hackers who have claimed responsibility. CNN cannot confirm the identity or claims of the group, but there is little reason to doubt their claims. In August, Lizard Squad said it took down the PlayStation Network by flooding it with illegitimate traffic, resulting in millions of gamers being unable to play together online. 25

Earlier this month, Sony was hit with a similar outage that Lizard Squad not only took credit for, but it promised additional "Christmas presents" would soon be coming. "Unlike Santa, we don't like giving all of our Christmas presents out on one day. This entire month will be entertaining," Lizard Squad tweeted. At 6.13 p.m. Friday, a Lizard Squad twitter handle tweeted, "ALL ATTACKS ON PSN AND XBOX HAVE STOPPED." When a CNN reporter hit refresh moments later on the Sony Entertainment Network website -- which had been down since Thursday evening -- it was back online. Microsoft's service page was still reporting 'limited service', however. 30

420 words)

Adapted from CNN website (<http://edition.cnn.com/2014/12/26/tech/playstation-xbox-problems/>)

5 **Question :** Having explained how the problem described here came about, and different people's responses to them, say whether you think cyberattacks are a serious problem in our technological world.

10

Beispiel Impuls (Teil 2: Mündliche Interaktion)



Quelle: *Sueddeutsche.de*, 2015

Die Lehrkraft übergibt dem Schüler/der Schülerin dieses Bild. Dann gibt er - hier in diesem Beispiel - die folgenden Erläuterungen und stellt die Frage.

Auf diesem Bild sieht man Golfer in der spanischen Exklave Melilla, im Hintergrund versuchen Flüchtlinge, von Marokko aus den Grenzzaun nach Europa zu überwinden.

Aufgabe: Welche Aussage macht das Bild Ihrer Meinung nach über Europa?

Ausgehend von den Schülerbeiträgen in die Diskussion, stellen beide Prüfer zusätzliche Fragen, um die Interaktion zu erleichtern.

Exemple Impulse (2ème Partie : Interaction Orale)

Image du film *Intouchables* d'Olivier NAKACHE et Éric TOLEDANO (2011)



Les acteurs Omar SY (dans le rôle de Driss) et François CLUZET (Philippe) dans le film Intouchables.

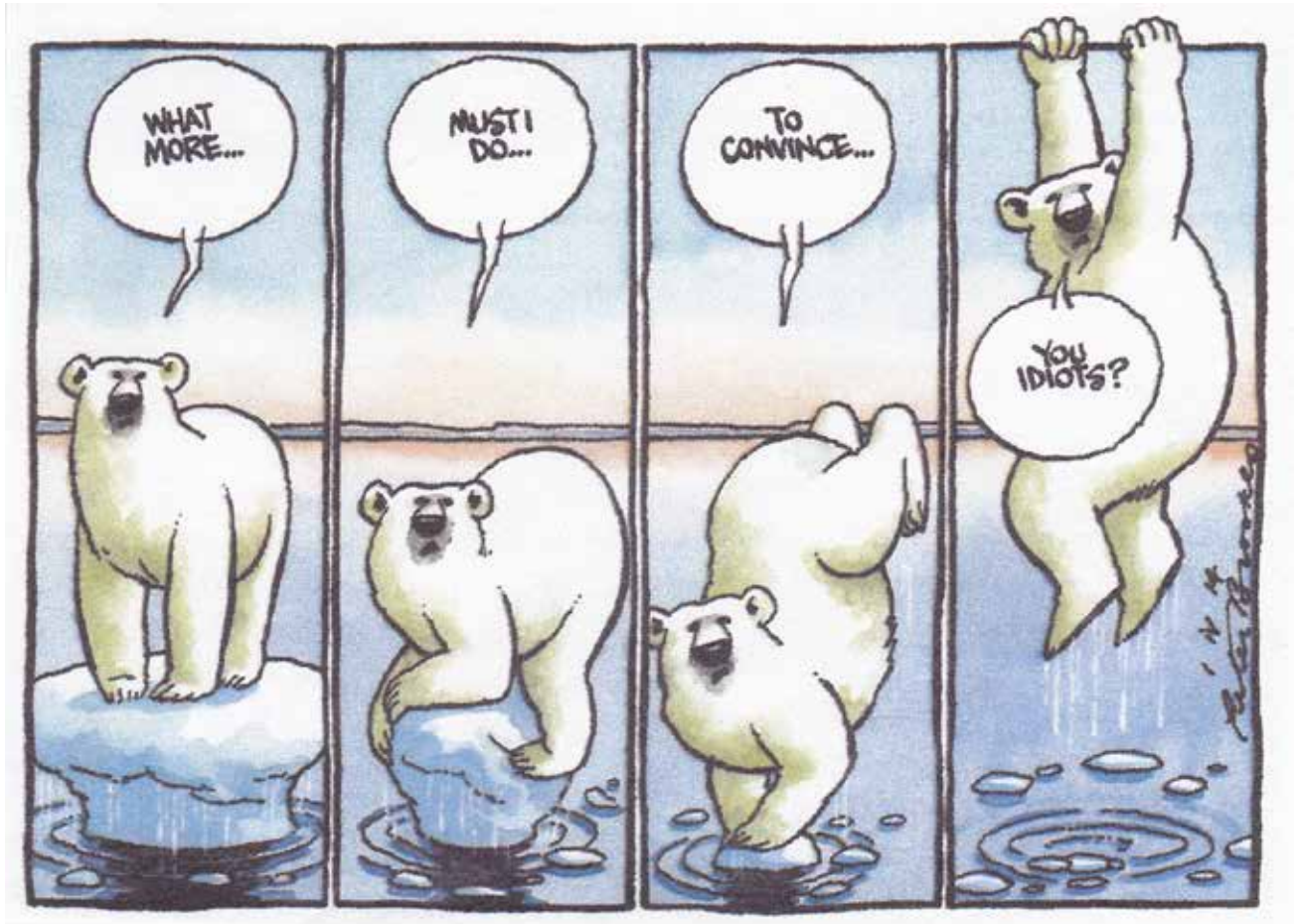
Le professeur soumet à l'élève l'image ci-dessus et pose la question suivante :
(l'élève ne voit pas l'énoncé)

Question : *Pouvons-nous être amis quand nous sommes différents ?*

Les deux examinateurs poseront des questions complémentaires, en fonction du propos de l'élève, afin de faciliter l'interaction.

Example Impuls (Part 3: Oral Interaction)

The bear truth?



The Times, December 2014.

The teacher presents the student with the above image and then asks the following question:

Question: What serious point is the cartoonist making?

NB The student does not see the question.

In reaction to the student's response, additional questions will be asked by both examiners to aid the discussion.