



Schola Europaea

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Pedagogical Development Unit

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Syllabus for English L1 – Secondary cycle

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 9 AND 10 FEBRUARY
2017 IN BRUSSELS**

Entry into force : on 1 September 2017

1) Attainment descriptors :

On 1 September 2018 for S1-5

On 1 September 2019 for S6

On 1 September 2020 for S7

1st Baccalaureate session in June 2021

2) New model of written exam – Harmonisation L1 :

Immediate entry into force for S6

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.¹

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. Numerical, statistical and scientific content in written texts, physical or electronic, support the development of students' mathematical, scientific, technological and digital competences. Creating opportunities for individual research and private study assists students in learning to learn in those ways that best fit both the subject studied and their personal preferences.

¹ see page 13 below for commentaries on how the Key Competences are addressed in this syllabus

The teaching of L1 has a special importance in the European Schools: it is a vital means of establishing and confirming the pupil's linguistic and cultural identity, thereby providing a foundation for engagement with other subjects, notably other languages and cultures. A course in L1 should:

- develop pupils' abilities to communicate effectively in speech and writing and to listen and respond with sensitivity and understanding;
- encourage pupils to be enthusiastic, responsive and knowledgeable readers;
- assist pupils' development when transferring these skills to other learning contexts;
- enrich pupils' lives by introducing them to experiences beyond those encountered in their daily lives, and contribute to their personal and social development.

Its position as a global language means that English is vital for communicating with others in schools and in the wider world, and is fundamental to learning in other curriculum areas. Through studying English, pupils develop skills in speaking, listening, reading and writing that are necessary to participate in society and employment; pupils learn to express themselves precisely, creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and universally influential. It reflects the experiences of people from many countries and societies and from different times; it contributes to individuals' sense of cultural identity. Through its study, pupils learn to become enthusiastic and critical readers of stories, poems and plays as well as of non-fiction, media and multimodal texts, gaining access both to the personal pleasure and enlightenment that reading offers and to the world of knowledge and experience that it reveals.

Studying the patterns, structures, origins and conventions of English helps pupils understand how the language works and how to develop and improve their own use of it. Drawing on this understanding, pupils can choose and adapt what is appropriate to say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

2. Didactic principles²

The following didactic principles are intended to guide the teaching and learning of English LI:

- Ø communicative and intercultural competences are overarching learning goals;
- Ø an integrated approach to teaching should be adopted, in which the skills of speaking, listening, reading, and writing should all have a place;

² See Annex 1, page 11 below, for commentary on these principles

- ∅ a variety of teaching methods and approaches should be used. A range of types of differentiation strategies is needed in order to meet the individual needs of all students;
- ∅ students' mistakes and errors should be viewed as an integral part of the learning process and be used constructively as a springboard for improvement;
- ∅ students should be encouraged to draw on and extend their existing subject skills and learning strategies;
- ∅ students' individual strengths and weaknesses, their preferred styles and pace of learning and their social skills should be taken account of in planning lessons;
- ∅ students should be helped to achieve independence in learning through using a wide range of learning materials, including digital and electronic resources. Access to ICT (Information and Communication Technology) should be allowed wherever possible and appropriate;
- ∅ approaches to teaching and learning should reflect the contextualised nature of language use, historically and socially, in order to enable students' understanding of how language has developed as a system;
- ∅ students' sociolinguistic competence should be developed to make them aware of differences in linguistic register, language varieties, etc. so that they are able to use language appropriately in different contexts;
- ∅ priority should be given not only to functionality in teaching syntax, morphology and vocabulary, but to creativity and to the use and recognition of imaginative uses of language and how these achieve particular effects.

The above list is neither exhaustive nor in order of importance. Further detail is provided in Annex 1, *Commentaries*.

3. Learning objectives³

3.1 The competence model

By the end of year 7, students should have achieved overall:

- a) subject-specific competences in the narrower sense, i.e. the ability to elaborate a personal interpretation and to express different points of view using different sources of information and set texts or books covering a wide range of social, cultural, political and literary topics;

³ See Annex 1, page 13 below, for commentary on these objectives

- b) subject-specific competences in a broader sense, i.e. differentiated communication skills and interpersonal and social skills through engagement with and reflection on language, literature and media;
- c) cross-curricular competences, i.e. the acquisition of learner independence and autonomy, including the development of metacognitive strategies and techniques such as academic writing and presentation skills in order to guarantee success in further/higher education.

Specific competences, which may be learnt and assessed separately or in combination, will be acquired throughout the student's secondary education, from cycle 1 to cycle 3. They are:

- reading;
- writing;
- arguing/reasoning;
- language awareness;
- interpretation;
- subject/specialist;
- critical thinking.

An explanation of these competences is provided in Annex 1, *Commentaries*. They serve as reference for the assessment of English (First Language) in the European Baccalaureate written examination, for which a sample examination paper is included as Annex 4 and underpin assessment of the oral examination, described in Annex 3.

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

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

1. read and understand written texts of appropriate lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, identifying obvious linguistic, literary and presentational features and ideas;
2. write coherent texts in varying forms and structures on topics which express individual points of view, or describe personal experiences, impressions and ideas;
3. in speech or writing, present reasons and explanations for opinions and ideas in a variety of forms;
4. listen and respond appropriately to others' spoken or written productions;
5. show some awareness of how language and literature relate to their social, cultural and historical setting;
6. show some awareness of how language changes over time and in different contexts;
7. begin to choose and use strategies to organise individual learning, applying a range of study skills and tools suggested by the teacher.

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

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

1. read and understand written texts of increasing lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, responding to and interpreting linguistic, literary and presentational features, ideas and concepts;
2. write coherent texts in an increasing range of forms and structures, and of increasing length and complexity, from impersonal as well as personal viewpoints;
3. in speech or writing, present developed reasons and explanations for opinions and ideas in a variety of forms and in different contexts;
4. listen and respond appropriately to others' spoken or written productions, challenging content or expression when appropriate;
5. show increasing awareness of how language and literature reflect their social, cultural and historical setting;
6. show increasing awareness of how language changes over time and in different contexts;
7. choose and use effective strategies to organise learning, developing individual responsibility for identifying appropriate study skills and tools.

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

By the end of the 3rd cycle the student should be able to:

1. read and understand written texts of complex lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, analysing and evaluating sophisticated linguistic, literary and presentational features and ideas;
2. write complex and sophisticated texts, using appropriate forms, structures and registers, on a range of challenging topics;
3. in speech or writing, present supported, evidenced reasons and explanations for opinions and ideas, in a variety of forms, contexts and situations;
4. listen and respond appropriately to others' spoken or written productions, challenging where appropriate and acknowledging successes;
5. show detailed understanding of how language and literature relate to their social, cultural and historical setting;
6. show knowledge and understanding of how language changes over time and in different contexts;
7. accept full responsibility for organising his/her individual learning, independently adopting a variety of appropriate study skills and tools.

4. Content⁴

4.1 Cycle 1 (S1-S3) and 2 (S4-S5)

Building on the knowledge and skills already gained in the primary cycle, students should have acquired by the end of Cycle 1, and continue to broaden and develop during Cycle 2, the ability to:

1. speak and listen in a range of contexts, both formal and informal, learning to adapt their speech to different situations; participate in small and large group discussions and in a wide range of drama activities; consider and reflect on significant features of their own and others' spoken performances;
2. read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in electronic, digital or multimodal formats; **in Cycle 1**, the range of literary reading should include: one play by Shakespeare; a drama text by another significant playwright; a work from the English literary heritage pre-1900; two post-1900 works of fiction; a substantial selection of poems from different periods, including pre-1900; one text written in English from another culture or tradition; **in Cycle 2**, students should read at least one additional text from each of the preceding six categories;
3. write in a wide variety of genres and for different purposes, for themselves and for specific or unknown readers, choosing appropriate language, styles, forms and structures; take notes from written and oral sources, summarising and reporting accurately; develop the use of narrative, non-narrative and dramatic techniques;
4. use the grammatical, lexical and orthographic features of standard English as appropriate; write neatly, fluently and legibly; use ICT skills to produce printed, electronic or digital copy; employ a variety of simple, compound and complex phrase, clause and sentence structures to enable precise shades of meaning; show awareness of effective discourse structure; use an increasing range of punctuation and presentational devices;
5. develop an awareness of how language changes over time and of how meanings relate to specific social, cultural and historical contexts;
6. develop self-awareness and self-assessment skills as a speaker, listener, reader and writer and set appropriate targets to improve and enhance competences in English.

4.2 Cycle 3 (S6-S7)

Building on the knowledge and skills already gained in Cycles 1 and 2 students should, by the end of Cycle 3, have acquired the ability to:

⁴ See Annex 1, page 16 below, for commentary on content

1. show increasing independence when speaking and listening in an extensive range of contexts, both formal and informal, involving subject-matter of a challenging or complex nature, learning to adapt their speech to different situations through participation in a variety of activities, including self-review and assessment;
2. read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in electronic, digital or multimodal formats and from different social, cultural and historical settings; the scope of this reading will be influenced by, but not limited to, texts and themes set for the current European Baccalaureate written examination;
3. write with sophistication, creativity, flair and sensitivity in a variety of genres and for different purposes, and on a range of challenging or complex subjects, for themselves and for specific or unknown readers, successfully choosing and adapting appropriate language, styles, forms and structures;
4. use accurately the grammatical, lexical and orthographic features of standard English, or choose to consciously employ non-standard forms for effect; use handwriting or ICT to produce appropriate final copy; employ a full range of grammatical structures to enable precise and fine shades of meaning; employ effective discourse structure to shape texts; use a full range of punctuation and presentational devices to affect the reader or listener;
5. develop an understanding of how and why language changes over time, showing understanding of how meanings are shaped by social, cultural and historical contexts;
6. develop a sophisticated self-awareness of personal skills as a speaker, listener, reader and writer; be constructively self-critical, identifying and relishing ways to improve and enhance competences in English.

5. Assessment

5.1 Cycle 1 (S1-S3)

Formative assessment

The assessment should be mainly formative. It builds on the learning achieved and progress made in the primary cycle. By means of an initial assessment, teacher observation, tests and self- and peer-assessment, students should be enabled to enhance their awareness of both their current levels of attainment in each of the skill areas and of how to make further progress throughout the course. The basis of assessments should be the competences and the learning objectives for the cycle (section 3 above). Use should be made of the detailed assessment grids in the current *Vade Mecum* for English L1/L1A to identify precisely students' achievement

and targets for improvement and of the attainment descriptors (Annex 2). Marks awarded should correspond to the harmonised marking scale currently in use.

5.2 Cycle 2 (S4 - S5)

A) Formative assessment

The assessment should be mainly formative. It builds on the learning achieved and progress made in cycle 1. By means of an initial assessment, teacher observation, tests and self- and peer-assessment, students should be enabled to enhance their awareness of both their current levels of attainment in each of the skill areas and of how to make further progress throughout the course. The basis of assessments should be the competences and the learning objectives for the cycle (section 3 above). Use should be made of the detailed assessment grids in the current *Vade Mecum* for English L1/L1A to identify precisely students' achievement and targets for improvement and of the attainment descriptors (Annex 2). Marks awarded should correspond to the harmonised marking scale currently in use.

B) Summative assessment

At the end of the cycle there will be a harmonised written examination to assess reading comprehension and written production. Detailed requirements for the format, content and administration of this examination are found in the current *Vade Mecum* for English L1/L1A. The calculation of a student's final mark will follow current regulations issued by the Pedagogical Development Unit of the Office of the Secretary General of the European Schools.

5.3 Cycle 3 (S 6- S7)

A) Formative assessment

Much assessment, especially in S6, will be formative. It builds on the learning achieved and progress made in cycle 2. By means of an initial assessment, teacher observation, tests and self- and peer-assessment, students should be enabled to enhance their awareness of both their current levels of attainment in each of the skill areas and of how to make further progress throughout the course. The basis of assessments should be the competences and the learning objectives for the cycle (section 3 above). Use should be made of the detailed assessment grids in the current *Vade Mecum* for English L1/L1A to identify precisely students' achievement and targets for improvement and of the attainment descriptors (Annex 2). Marks awarded for classwork and homework, which constitute the 'A' mark when calculating the overall Baccalaureate mark, should correspond to the harmonised marking scale currently in use.

B) Summative assessment

Summative end of semester examinations, including the 'Part Bac' which is in essence a 'mock' examination for the Baccalaureate, contribute to the candidate's 'B' mark that is included in the calculation of the final Baccalaureate mark.

At the end of cycle 3 all students take a written Baccalaureate examination, which assesses all the competences through reading comprehension, written production and understanding literature (see Annex 4 for further details and a sample examination paper). Students also take an oral Baccalaureate examination, which assesses a number of competences, principally: reading; argumentation/reasoning; interpretation; and language awareness. Annex 3 provides details of the oral examination.

The calculation of a student's final mark in the Baccalaureate, in individual subjects and overall, will follow current regulations issued by the Pedagogical Development Unit of the Office of the Secretary General of the European Schools.

Specific guidance concerning the requirements for proposals for both the written and oral examinations, and marking schemes, together with other assessment procedures, will be issued annually by the Pedagogical Unit of the Office of the Secretary General of the European Schools and/or by the national inspector(s).

5.3 European Baccalaureate proposals and calculation of candidates' marks

Guidance concerning the requirements on schools to submit proposals for both the written and oral examinations will be issued annually by the Pedagogical Unit of the Office of the Secretary General of the European Schools and/or by the national inspector.

Any required updating of marking schemes together with other assessment procedures and materials, and instructions concerning the calculation of a candidate's final mark in the European Baccalaureate, will also be issued by the Pedagogical Unit of the Office of the Secretary General of the European Schools and/or the national inspector as appropriate

5.4 Attainment descriptors

A set of attainment descriptors, detailing expected attainment at different marks/grades across all seven subject competences in all three secondary cycles, is included as Annex 2(a) below. These attainment descriptors should be used as the basis of all generic, formative assessments. Specific marking schemes for summative assessments in S1-S5 should be developed by teachers to match tasks set, ensuring that the level of demand equates to the attainment descriptors in Annex 2(a). Marking grids to use in assessing the work of candidates in the European Baccalaureate, or in summative pre-Baccalaureate tests/examinations, are provided in Annex 2(b) below.

Annex 1: COMMENTARIES

The following section expands on those parts of the syllabus where clarification and/or exemplification is felt to be helpful for the preparation of schemes of work that will meet the syllabus requirements. Quotations from the syllabus are in italics.

a) Didactic principles

- ∅ *An integrated approach to teaching should be adopted, in which the skills of speaking, listening, reading, and writing should all have a place.*

All four skill areas should be developed. They should be given equal weighting within schemes of work; authentic language contexts and situations should be drawn upon wherever possible. A wide range of texts should be presented, and varied forms of writing required; speaking and listening activities should draw on different contexts, including social media.

- ∅ *A variety of teaching methods and approaches should be used. A range of differentiation strategies is needed in order to meet the individual needs of all students ... Students' individual strengths and weaknesses, their preferred styles and pace of learning and their social skills should be taken account of in planning lessons.*

It is important to employ a variety of teaching methodologies appropriate to the subject-matter, the skills being taught and the needs of all learners. Different methods of classroom organisation, and active learning tasks such as pair and group work, independent research and project work, role play, and portfolio work are effective. Whole-class teaching should take account of individual needs, e.g. through questioning, recapitulation and re-presentation as necessary. In order to address heterogeneous grouping, differentiation must be used, such as in the level of difficulty of chosen texts or tasks and by taking account of the learner's ability, interests, learning styles and preferences through a variety of teaching methods.

- ∅ *Students' mistakes errors should be viewed as an integral part of the learning process and be used constructively as a springboard for improvement.*

Mistakes and errors can be used to enhance the students' learning. Accuracy and correct usage of the language should be the aim but the correction of mistakes should be constructive, and not hinder fluidity in speaking nor discourage students from writing. Errors or infelicities should provide the basis for specific targets for improvement; the processes of planning, drafting and re-drafting should be encouraged.

- Ø *Students should be encouraged to draw on and extend 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 continuity 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. Account should be taken of students' learning styles and strengths (visual, auditory, kinaesthetic, etc.) are linked to different intelligences (linguistic, logical, musical, etc.).

- Ø *Students should be helped to achieve independence in learning through using a wide range of learning materials, including digital and electronic resources. Access to ICT (Information and Communication Technology) should be allowed wherever possible and appropriate.*

Different resources should be provided not only by the teacher but may be suggested also by the students themselves, as they develop independence and responsibility, to explore both at school and in self-directed study at home. The increasing significance in the modern world of electronic and digital sources should be acknowledged.

- Ø *Approaches to teaching and learning should reflect the contextualised nature of language use, historically and socially, in order to enable students' understanding of how language has developed as a system ... Students' sociolinguistic competence should be developed to make them aware of differences in linguistic register, language varieties, etc. so that they are able to use language appropriately in different contexts.*

Through studying a range of fiction and non-fiction texts, and records of speech, from a variety of societies, cultures and times, students should be helped to appreciate how and why language changes and evolves over time and in different settings. This understanding will enable them to be sensitive to the appropriate use of language in their own lives.

- Ø *Priority should be given not only to functionality in teaching syntax, morphology and vocabulary, but to creativity and to the use and recognition of imaginative uses of language and how these achieve particular effects.*

Instrumental functions and purposes of language should not dominate schemes of work and teaching approaches to the exclusion of studies and practices that focus on creative and imaginative approaches.

b) Learning objectives, the European Framework for Key Competences for Lifelong Learning and subject competences

The learning objectives derive from the skill areas within English of:

- speaking and listening
- reading
- writing
- language development and change

In order to meet one of the requirements of the European Framework for Key Competences (KCs) for Lifelong Learning (page 2, above), the learning objectives refer also to the importance of developing students' study skills and providing opportunities for independent learning (KC 5). KC 1 (communication in the mother tongue) underpins the entire syllabus; other KCs are supported through students' development, in reading and responding to spoken and written texts, of social and civic competences and of cultural awareness and expression (KCs 6 and 8); studying and responding to texts in translation may support students' understanding of communication in other languages (KC 2); numerical, statistical and scientific content in texts, including electronic media, enhances students' mathematical, scientific, technological and digital skills, as does their own use of electronic media in producing their own texts (KCs 3 and 4). Finally, encouraging creativity and confidence as both receivers and producers of texts develops students' potential for initiative and entrepreneurship (KC 7).

Subject competences are addressed in greater detail below.

Ø Reading competence

- Identifying and using the general and particular information which a text contains.
- The ability to reflect on the purpose of the text, on the communication objectives, on what the text articulates, on the intention of the author/narrator, on the different respective viewpoints, whatever the kind of text.

- Sub-competences:
1. Understanding and using content
 2. Picking out the significant details in the text
 3. Analysing the significant details in texts from a linguistic and literary viewpoint

Ø Writing competence

- The ability to use language with sufficiently accurate syntax, vocabulary and spelling.
- The ability to produce texts which comply with the instruction given and with their context.
- The ability to use different language registers and the stylistic devices which are suited to the genre of text and to its theme and purpose.

- Sub-competences:
1. Producing texts which take account of the target readership
 2. Meeting textuality criteria
 3. Meeting style/expression criteria
 4. Formal accuracy, compliance with the rules

Ø Arguing/reasoning competence

- The ability to argue, in speech or writing, contentious questions and important issues of a social, political and/or cultural nature, by adopting different viewpoints.
- The ability to convince, to persuade, to refute or to follow a line of thought in speech or writing, using theses, arguments and examples.
- The ability to formulate a clear, structured and coherent strategy for presenting arguments in speech or writing, employing appropriate syntactical, lexical and grammatical elements.

- Sub-competences:
1. Identifying and presenting lines of argument
 2. Appraising strategies for presenting arguments in a given text
 3. Forming a personal opinion on a set theme

Ø Language awareness

- The ability to recognise specific linguistic features of spoken or written texts and the ability to create spoken or written texts with regard to appropriate purpose, content, register and context.

Ø Interpretation competence

- The ability, in speech or writing, to put forward explanations and to evaluate and appraise polysemic sources, such as poetic texts, songs and images.
- The ability to recognise the extra-linguistic factors which determine language use (pragmatic awareness).
- The ability to transcribe or re-create possible meanings of spoken or written texts through spoken or written personal responses, drawing on relevant knowledge external to the text.

- Sub-competences:
1. Grasping the source text's intentions and reporting them critically
 2. Formulating plausible interpretative hypotheses

Ø Subject/specialist competence

- Knowing concepts and terminology relevant to the subject area.
- Knowing main aspects of the subject and links with others. Specialist competence in a subject is expressed through the use of appropriate language and the accuracy of the content presented.
- This competence encompasses knowledge of the wider world as it affects the reception and production of written and spoken texts in English.

- Sub-competences:
1. Identifying and understanding a theme or facts and appropriate contextual aspects or influences
 2. Drawing on knowledge external to the text (general knowledge of the world and of different topics)
 3. Drawing on and selecting specialist knowledge, for example, of literary genres and traditions

Ø Critical thinking competence

- This involves reflection, in speech or writing, on how texts, in various genres or forms, present the real or imagined world to the listener or reader.
- It allows students to develop personal viewpoints, beliefs and values that they may bring to bear critically on texts, on their linguistic and literary features and on the issues raised by them.

c) Content

Cycles 1, 2 and 3

Ø speak and listen in a range of contexts, both formal and informal

Pupils should talk for a range of purposes that includes: explaining, describing, narrating and reporting; exploring and hypothesising; considering ideas, including those expressed in literature and the media; expressing personal feelings, opinions and attitudes; arguing, debating and persuading; analysing and evaluating.

In order to develop as effective communicators through speaking, pupils should learn to: be confident users of standard spoken English; structure their talk clearly and helpfully; sift, summarise and use salient points and a range of markers to aid the listener; make contributions that clarify and synthesise others' ideas, taking them forward and building on them to reach a conclusion or a consensus, or in agreeing to differ; ask and answer questions and modify their ideas in the light of what others say; cite evidence where appropriate, judging the effective use of generalisation and detail; construct persuasive arguments, using e.g. humour or exaggeration for effect; use gesture, tone and intonation appropriately; show consideration for others, taking different views into account when expressing personal feelings, opinions and attitudes.

In order to develop as effective listeners, pupils should learn to: listen attentively and carefully, both in situations where they remain silent and where they have opportunities to respond; identify and understand the major elements of what is being said; appreciate how register, tone, implicit meaning and other indicators (e.g. gesture, body language and style of delivery) indicate a speaker's purposes or intentions; notice how ambiguities, vagueness, use and abuse of evidence, and unsubstantiated statements may show bias in what they hear; recognise the impact of a speaker's lexical choice (e.g. standard English, dialect or slang) and interference from other languages.

Opportunities should be given for individual presentations; pair and small group work; larger group discussions, including formal debate; and drama activities, both scripted and unscripted, including role-play.

Ø read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in electronic, digital or multimodal formats

Pupils should read for a range of purposes that includes: becoming independent, responsive and enthusiastic readers; gaining a swift overview of the content of texts by scanning or skimming; responding to the substance and style of individual texts through detailed study; responding both imaginatively

and intellectually to what they read; appreciating the distinctive qualities of texts through activities such as performances of drama and poetry readings; developing discrimination in what they read, recognising why they make choices; sharing their enthusiasm for writers and texts with others.

Texts selected for study should include works that: use language in rich, imaginative and diverse ways; embrace a diverse range of structures, forms, styles, literary and presentational techniques and devices; develop pupils' understanding of significant oral and literary traditions; develop pupils' understanding of drama in performance (e.g. aspects of staging, interpretation and portrayal of character, theme and setting); enrich pupils' intellectual, moral, emotional, social and cultural understanding and personal development.

Throughout Years S1-S5, pupils' reading should also include a wide range of: literary non-fiction (e.g. autobiographies, biographies, journals, letters, travel writing); non-literary texts (e.g. magazines, newspapers, advertising and promotional materials); media, moving-image and multimodal texts (e.g. film trailers, television advertising and websites), including e.g. works originally written for film and television as well as adaptations of print-based texts. The increasing significance of social media as a means of communication should be considered.

In order to develop as effective readers, pupils should learn: to adopt different strategies for different purposes (e.g. skimming, scanning or detailed study); to select and summarise information and ideas; synthesise and compare information and ideas drawn from different sources; to evaluate how information is presented and how it affects the reader's response to non-fiction texts; to sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity; to talk and write about a wide range of reading, learning to articulate informed personal opinions; appreciate characteristics that distinguish literature of high quality and texts that have significant and lasting influence (e.g. Greek myths, the Authorised Version of the Bible, Arthurian legends); to appreciate distinctive features of vocabulary, grammar and structure in different text types (e.g. technical terms, rhetorical devices, figures of speech and imagery, impersonal constructions, literary language, sound patterning, organisational features); to explain how writers' choice of language and style affects meaning, both explicit and implicit; analyse and discuss alternative interpretations and ambiguity; to discern and reflect on writers' attitudes and ideas, the motivation and behaviour of characters, the development of plot and themes, and the overall impact of fiction texts; distinguish between the attitudes and assumptions displayed by characters and those of the writer; to consider how texts are changed, and how this affects the impact on an audience, when adapted to different media or genres (e.g. televised or film versions of a Shakespeare play, or stage versions of a novel).

- Ø *write in a wide variety of genres, for themselves and for specific or unknown readers, choosing appropriate language, styles, forms and structures*

Pupils should write for a range of purposes that includes: personal, aesthetic and imaginative fulfilment (e.g. keeping a diary or creating a story or poem); practical reasons (e.g. taking notes, writing an examination essay, an aide-memoire or business letter); informing and challenging others through instruction, explanation, argument, narration, reportage, description, persuasion and paraphrase (e.g. in a letter to a newspaper, lodging a complaint or making a website posting); recollection and reflection, through review, analysis, hypothesis, and summary (e.g. a critique/review of an artefact, performance or exhibition, historical or [auto]biographical texts and memoirs); they should publish and display their writing in different ways for different audiences, e.g. in classrooms, school newspapers, websites.

Pupils should learn to: use an increasing range of punctuation (e.g. full stops, question and exclamation marks, commas, semi-colons, colons, inverted commas and speech marks, apostrophes, brackets, dashes and hyphens); develop their use of apt and imaginative vocabulary, figurative language, imagery and other linguistic devices to gain, sustain and direct the reader's response; regular patterns of spelling, including word families, roots of words and their derivations; spell correctly increasingly complex words, including those that do not conform to regular or expected patterns; analyse critically and improve their writing, developing competence in planning, drafting, redrafting and proofreading on paper and on screen, using dictionaries, spell checks and grammar checks where appropriate; make appropriate use of a range of presentational devices (e.g. (sub) headings, bullet points, illustrations, different fonts and point sizes, hyperlinks); develop a distinctive, personal style through writing at all times with commitment and vitality.

Appropriate use should be made of electronic media and information and communication technology in planning, drafting and presenting written text.

- Ø *develop an awareness of how language changes over time*

Pupils should study aspects of the patterns, structures and conventions of written and spoken English in order to support their development as effective speakers and listeners, readers and writers.

Much of this area of study will be taught in the context of activities planned to develop pupils' skills in listening and speaking (e.g. attitudes towards different dialects), reading (e.g. changes in language over time) and writing (e.g. conventions of spelling and grammatical functions).

Pupils should learn: how spoken and written language evolve in response to changes in society and technology and how this process relates to personal identity and cultural diversity; to recognise differences in the grammar and vocabulary of speech and writing, and of standard, non-standard or dialectal

varieties of English; that attitudes to language (its form, structure and usage) vary, and are influenced by social, cultural and historical factors; to appreciate the origins of words, and to understand borrowings from other languages; to recognise how new words are coined and to appreciate changing attitudes to spelling and syntax (e.g. text messages and social networking websites); the functions of word components e.g. (stem, prefix, suffix, inflection); the grammatical functions of parts of speech (e.g. nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, demonstratives); how to use dictionaries and thesauruses to explore derivations and meanings of words in order to broaden their vocabulary and make their expression more precise.

Ø *develop self-awareness and self-assessment skills ... set appropriate targets to improve*

Assessment criteria should be shared with pupils and students and they should be encouraged to make realistic judgements of their competence across the range of English skills. In conjunction with their teacher, they should learn to set specific targets for improvement and develop the ability to recognise progress towards them and strategies for further improvement.

Annex 2(a): common attainment descriptors for L1 at the end of Cycles 1, 2 and 3, covering all competences

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
9-10	Excellent	A	Competences for written and oral performance			
			Reading	The student shows excellent – though not flawless – understanding of literary/non-literary text(s) at the S3 level ; he/she is capable, under the teacher's guidance , of recognising and using relevant information, including important details, excellently .	The student shows excellent – though not flawless – understanding of literary/non-literary text(s) at the S5 level ; he/she is capable, with instructions , of recognising, using and analysing relevant information, including important details, excellently .	The student shows excellent – though not flawless – understanding of literary/non-literary text(s) at the S7 level ; he/she is capable, without further instructions , of recognising, using and analysing relevant information, including important details, excellently .
			Writing	The student is able excellently – though not flawlessly – under the teacher's guidance , to produce structured texts which meet the requirements of a concrete assignment and which are related to his/her everyday environment ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, excellently .	The student is able excellently – though not flawlessly – with instructions , to produce structured texts which meet the requirements of a concrete assignment and context ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, excellently .	The student is able excellently – though not flawlessly – without further instructions , to produce structured texts which meet the requirements of a given assignment and context ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable style/register, excellently .
			Arguing/ reasoning	The student is able excellently , under the teacher's guidance , to argue on topics from his/her everyday environment ; He/she is capable of taking a position and of formulating his/her argument(s) in a clear way , making use of linguistically appropriate means, excellently .	The student is able excellently , on the basis of an assignment with instructions , to argue on concrete topics ; he/she is capable of adopting a viewpoint for or against and of formulating his/her argument(s) in a clear and coherent way , making use of linguistically appropriate means, excellently .	The student is able excellently , without further instructions , to argue on a variety of topics ; he/she is capable of adopting different viewpoints and of formulating his/her argument(s) in a clear, coherent and structured way , making use of linguistically appropriate means, excellently .

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
9-10	Excellent	A	Interpretation	The student is able excellently , under the teacher's guidance , to interpret a literary/non-literary text at the S3 level . He/she is capable of evaluating the text excellently .	The student is able excellently, with instructions , to interpret and grasp the intentions of a literary/non-literary text at the S5 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text excellently .	The student is able excellently, without further instruction , to interpret and grasp the intentions of a literary/non-literary text at the S7 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of reporting on it critically, excellently .
			Subject/specialist	The student shows an excellent knowledge of the most important basic aspects and terms of the subject (think of literary and grammatical terminology) at the S3 level .	The student shows an excellent knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) at the S5 level and he/she is able, under the teacher's guidance, to relate them to other subjects (history, philosophy, etc.).	The student shows an excellent knowledge of the most important aspects, concepts and terminology of the subject (think of literary, grammatical, linguistic concepts and basic concepts of pragmatics, socio- and psycholinguistics) at the S7 level and he/she is able, without further instructions , to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is capable, under the teacher's guidance , of analysing the features of a text at the S3 level , in terms of content and communication context, excellently ; he/she is able, also excellently, on the basis of a concrete assignment and with the teacher's guidance , to produce a simple text of his/her own about a topic in his/her everyday environment .	The student is capable, with instructions , of analysing the features of a text at the S5 level at the S5 level , in terms of content and communication context, excellently ; he/she is able, also excellently, on the basis of assignments with instructions , to produce several different texts of his/her own	The student is capable, without further instructions , of analysing the features of a text at the S7 level , in terms of content and communication context, excellently ; he/she is able, also excellently, without further instructions , to produce a wide variety of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
9-10	Excellent	A	Critical thinking	The student is able excellently , under the teacher's guidance , to reflect on topics in his/her everyday environment and to convey the outcomes of this process in language.	The student is able excellently , with instructions , to reflect on topics in everyday reality and to convey the outcomes of this process in language.	The student is able excellently , without further instructions , to reflect on social reality and to convey the outcomes of this process in language.
			Oral competence	The student is capable of giving a presentation which meets the requirements of a concrete assignment at the S3 level regarding his/her everyday environment, excellently . In a concrete situation, he/she is able to communicate excellently and to start a conversation . He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable of giving a presentation which meets the requirements of a well-defined assignment with instructions at the S5 level, excellently . In a given setting , he/she is able to communicate excellently and to start conversations . He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable, without further instructions , of giving a well-structured presentation which meets the requirements of a complex assignment at the S7 level, excellently . In a variety of different contexts , he/she is able to communicate excellently and to start conversations. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable style/register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
8-8.9	Very good	B	Competences for written and oral performance			
			Reading	The student shows very good understanding of literary/non-literary text(s) at the S3 level ; he/she is capable, under the teacher's guidance , of recognising and using relevant information, including important details, very well .	The student shows very good understanding of literary/non-literary text(s) at the S5 level ; he/she is capable, with instructions , of recognising, using and analysing relevant information, including important details, very well .	The student shows very good understanding of literary/non-literary text(s) at the S7 level ; he/she is capable, without further instructions , of recognising, using and analysing relevant information, including important details, very well .
			Writing	The student is able very well, under the teacher's guidance , to produce structured texts which meet the requirements of a concrete assignment and which are related to his/her everyday environment ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, very well .	The student is able very well, with instructions , to produce structured texts which meet the requirements of a concrete assignment and context ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, very well .	The student is able very well, without further instructions , to produce structured texts which meet the requirements of a given assignment and context ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable style/register, very well .
			Arguing/persuading	The student is able very well, under the teacher's guidance , to argue on topics from his/her everyday environment ; He/she is capable of taking a position and of formulating his/her argument(s) in a clear way , making use of linguistically appropriate means, very well .	The student is able very well, on the basis of an assignment with instructions , to argue on concrete topics ; he/she is capable of adopting a viewpoint for or against and of formulating his/her argument(s) in a clear and coherent way , making use of linguistically appropriate means, very well .	The student is able very well, without further instructions , to argue on a variety of topics ; he/she is capable of adopting different viewpoints and of formulating his/her argument(s) in a clear, coherent and structured way , making use of linguistically appropriate means, very well .

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
8-8.9	Very good	B	Interpretation	The student is able very well, under the teacher's guidance , to interpret a literary/non-literary text at the S3 level . He/she is capable of evaluating the text very well .	The student is able very well, with instructions , to interpret and grasp the intentions of a literary/non-literary text at the S5 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text very well .	The student is able very well, without further instruction , to interpret and grasp the intentions of a literary/non-literary text at the S7 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of reporting on it critically, very well .
			Subject/ specialist	The student shows a very good knowledge of the most important basic aspects and terms of the subject (think of literary and grammatical terminology) at the S3 level .	The student shows a very good knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) at the S5 level and he/she is able, under the teacher's guidance, to relate them to other subjects (history, philosophy, etc.).	The student shows a very good knowledge of the most important aspects, concepts and terminology of the subject (think of literary, grammatical, linguistic concepts and basic concepts of pragmatics, socio- and psycholinguistics) at the S7 level and he/she is able, without further instructions , to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is capable very well, under the teacher's guidance , of analysing the features of a text at the S3 level , in terms of content and communication context; he/she is able also, on the basis of a concrete assignment and with the teacher's guidance , to produce a simple text of his/her own about a topic in his/her everyday environment, very well .	The student is capable very well with instructions , of analysing the features of a text at the S5 level , in terms of content and communication context; he/she is able also, on the basis of assignments with instructions , to produce several different texts of his/her own, very well .	The student is capable very well, without further instructions , of analysing the features of a text at the S7 level , in terms of content and communication context; he/she is able also, without further instructions , to produce a wide variety of texts of his/her own, very well .

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
8-8.9	Very good	B	Critical thinking	The student is able very well, under the teacher's guidance , to reflect on topics in his/her everyday environment and to convey the outcomes of this process in language.	The student is able very well, with instructions , to reflect on topics in everyday reality and to convey the outcomes of this process in language.	The student is able very well, without further instructions , to reflect on social reality and to convey the outcomes of this process in language.
			Oral competence	The student is capable of giving a presentation which meets the requirements of a concrete assignment at the S3 level regarding his/her everyday environment, very well . In a concrete situation, he/she is able to communicate very well and to start a conversation . He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	Speaking skills: The student is capable of giving a presentation which meets the requirements of a well-defined assignment with instructions at the S5 level In a given setting, very well . He/she is able to communicate very well and to start conversations . He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	Speaking skills: The student is able very well, without further instructions , to give a well-structured presentation which meets the requirements of a complex assignment at the S7 level . In a variety of different contexts , he/she is able to communicate very well and to start conversations. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable style/register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
7-7.9	Good	C	Competences for written and oral performance			
			Reading	The student shows good understanding of literary/non-literary text(s) at the S3 level ; he/she is capable, under the teacher's guidance , of recognising and using relevant information, including important details, well	The student shows good understanding of literary/non-literary text(s) at the S5 level ; he/she is capable, with instructions , of recognising, using and analysing relevant information, including important details, well .	The student shows good understanding of literary/non-literary text(s) at the S7 level ; he/she is capable, without further instructions , of recognising, using and analysing relevant information, including important details, well .
			Writing	The student is able well, under the teacher's guidance , to produce structured texts which meet the requirements of a concrete assignment and which are related to his/her everyday environment ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, well .	The student is able well, with instructions , to produce structured texts which meet the requirements of a concrete assignment and context ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, well .	The student is able well, without further instructions , to produce structured texts which meet the requirements of a given assignment and context ; he/she is capable of formulating correct sentences, using appropriate and varied vocabulary and correct spelling, in a suitable register, well .
			Arguing/persuading	The student is able well, under the teacher's guidance , to argue on topics from his/her everyday environment ; He/she is capable of taking a position and of formulating his/her argument(s) in a clear way , making use of linguistically appropriate means, well .	The student is able well, on the basis of an assignment with instructions , to argue on concrete topics ; he/she is capable of adopting a viewpoint for or against and of formulating his/her argument(s) in a clear and coherent way , making use of linguistically appropriate means, well .	The student is able well, without further instructions , to argue on a variety of topics ; he/she is capable of adopting different viewpoints and of formulating his/her argument(s) in a clear, coherent and structured way , making use of linguistically appropriate means, well .

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
7-7.9	Good	C	Interpretation	The student is able well, under the teacher's guidance , to interpret a literary/non-literary text at the S3 level . He/she is capable of evaluating the text well .	The student is able well, with instructions , to interpret and grasp the intentions of a literary/non-literary text at the S5 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text well .	The student is able well, without further instructions , to interpret and grasp the intentions of a literary/non-literary text at the S7 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of reporting on it critically, well .
			Subject/ specialist	The student shows a good knowledge of the most important basic aspects and terms of the subject (think of literary and grammatical terminology) at the S3 level .	The student shows a good knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) at the S5 level and he/she is able, under the teacher's guidance , to relate them to other subjects (history, philosophy, etc.).	The student shows a good knowledge of the most important aspects, concepts and terminology of the subject (think of literary, grammatical, linguistic concepts and basic concepts of pragmatics, socio- and psycholinguistics) at the S7 level and he/she is able, without further instructions , to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is capable well, under the teacher's guidance , of analysing the features of a text at the S3 level , in terms of content and communication context; he/she is able also, on the basis of a concrete assignment and with the teacher's guidance , to produce a simple text of his/her own about a topic in his/her everyday environment, well .	The student is capable well with instructions, of analysing the features of a text at the S5 level at the S5 level , in terms of content and communication context; he/she is able also, on the basis of assignments with instructions , to produce several different texts of his/her own, well .	The student is capable, without further instructions , of analysing the features of a text at the S7 level , in terms of content and communication context; he/she is able also, without further instructions , to produce a wide variety of texts of his/her own, well .

Mark	Denominat or	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
7-7.9	Good	C	Critical thinking	The student is able well, under the teacher's guidance , to reflect on topics in his/her everyday environment and to convey the outcomes of this process in language.	The student is able well, with instructions , to reflect on topics in everyday reality and to convey the outcomes of this process in language.	The student is able well, without further instructions , to reflect on social reality and to convey the outcomes of this process in language.
			Oral competence	The student is capable of giving a presentation which meets the requirements of a concrete assignment at the S3 level regarding his/her everyday environment, well . In a concrete situation, he/she is able to communicate well and to start a conversation . He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable of giving a presentation which meets the requirements of a well-defined assignment with instructions at the S5 level in a given setting, well ; he/she is able to communicate well and to start conversations . He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.	The student is capable, without further instructions , of giving a well-structured presentation which meets the requirements of a complex assignment at the S7 level, well . In a variety of different contexts , he/she is able to communicate well and to start conversations. He/she formulates sentences accurately, makes use of appropriate and varied vocabulary, in a suitable register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
6-6.9	Satisfactory	D	Competences for written and oral performance			
			Reading	The student shows satisfactory understanding of literary/non-literary text(s) at the S3 level ; he/she is capable, under the teacher's guidance , of recognising and using relevant information, including important details, satisfactorily .	The student shows satisfactory understanding of literary/non-literary text(s) at the S5 level he/she is capable, with instructions , of recognising, using and analysing relevant information, including important details, satisfactorily .	The student shows satisfactory understanding of literary/non-literary text(s) at the S7 level ; he/she is capable, without further instructions , of recognising, using and analysing relevant information, including important details, satisfactorily .
			Writing	The student is able satisfactorily, under the teacher's guidance , to produce structured texts which meet the requirements of a concrete assignment and which are related to his/her everyday environment ; he/she is capable of satisfactorily formulating correct sentences, the vocabulary is satisfactory but not very varied, the spelling is satisfactory but mistakes are regularly to be seen.	The student is able satisfactorily, with instructions , to produce structured texts which meet the requirements of a concrete assignment and context ; he/she is capable of satisfactorily formulating correct sentences, the vocabulary is satisfactory but not very varied, the spelling is satisfactory but mistakes are regularly to be seen.	The student is able satisfactorily, without further instructions , to produce structured texts which meet the requirements of a given assignment and context ; he/she is capable of satisfactorily formulating correct sentences, the vocabulary is satisfactory but not very varied, the spelling is satisfactory but mistakes are regularly to be seen, use is made of a suitable register to a satisfactory extent .
			Arguing/persuading	The student is able satisfactorily, under the teacher's guidance , to argue on topics from his/her everyday environment ; He/she is capable of satisfactorily taking a position and of formulating his/her argument(s) in a clear way , making use of linguistically appropriate means.	The student is able satisfactorily, on the basis of an assignment with instructions , to argue on concrete topics ; he/she is satisfactorily capable of adopting a viewpoint for or against and of formulating his/her argument(s) in a clear and coherent way , making use of linguistically appropriate means.	The student is able satisfactorily, without further instructions , to argue on a variety of topics ; he/she is capable of adopting different viewpoints and of formulating his/her argument(s) in a clear, coherent and structured way , making use of linguistically appropriate means, to a satisfactory extent .

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
6-6.9	Satisfactory	D	Interpretation	The student is able satisfactorily, under the teacher's guidance , to interpret a literary/non-literary text at the S3 level . He/she is capable of evaluating the text satisfactorily .	The student is able satisfactorily, with instructions , to interpret and grasp the intentions of a literary/non-literary text at the S5 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text satisfactorily .	The student is able satisfactorily, without further instructions , to interpret and grasp the intentions of a literary/non-literary text at the S7 level and/or to formulate hypotheses about it. He/she is capable of evaluating the text and of reporting on it critically, to a satisfactory extent .
			Subject/specialist	The student shows a satisfactory knowledge of the most important basic aspects and terms of the subject (think of literary and grammatical terminology) at the S3 level .	The student shows a satisfactory knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terminology) at the S5 level and he/she is able, under the teacher's guidance , to relate them to other subjects (history, philosophy, etc.).	The student shows a satisfactory knowledge of the most important aspects, concepts and terminology of the subject (think of literary, grammatical, linguistic concepts and basic concepts of pragmatics, socio- and psycholinguistics) at the S7 level and he/she is able, without further instructions , to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is capable satisfactorily, under the teacher's guidance , of analysing the features of a text at the S3 level , in terms of content and communication context; he/she is able also satisfactorily, on the basis of a concrete assignment and with the teacher's guidance , to produce a simple text of his/her own about a topic in his/her everyday environment .	The student is capable satisfactorily, with instructions , of analysing the features of a text at the S5 level at the S5 level , in terms of content and communication context; he/she is able also satisfactorily, on the basis of assignments with instructions , to produce several different texts of his/her own	The student is capable satisfactorily, without further instructions , of analysing the features of a text at the S7 level , in terms of content and communication context; he/she is able also satisfactorily, without further instructions , to produce a wide variety of texts of his/her own.

Mark	Denominat or	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
6-6.9	Satisfactory	D	Critical thinking	The student is able satisfactorily, under the teacher's guidance , to reflect on topics in his/her everyday environment and to convey the outcomes of this process in language.	The student is able satisfactorily, with instructions , to reflect on topics in everyday reality and to convey the outcomes of this process in language.	The student is able satisfactorily , without further instructions , to reflect on social reality and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is capable of giving a presentation which meets the requirements of a concrete assignment at the S3 level regarding his/her everyday environment, satisfactorily . In a concrete situation, he/she is able to communicate satisfactorily and to start a conversation . He/she is capable of formulating appropriate sentences satisfactorily ; the vocabulary is satisfactory but not very varied.	The student is capable of giving a presentation which meets the requirements of a well-defined assignment, with instructions, at the S5 level in a given setting, satisfactorily ; he/she is able to communicate satisfactorily and to start conversations . He/she is capable of formulating appropriate sentences satisfactorily ; the vocabulary is satisfactory but not very varied.	The student is capable, without further instructions , of giving a structured presentation which meets the requirements of a complex assignment at the S7 level, satisfactorily . In a variety of different contexts , he/she is able to communicate satisfactorily . He/she is capable of formulating appropriate sentences satisfactorily , the vocabulary is satisfactory but not very varied, use is made of a suitable register to a satisfactory extent .

Mark	Denominat or	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
5-5.9	Sufficient	E	Competences for written and oral performance			
			Reading	The student shows some understanding of literary/non-literary text(s) at the S3 level ; he/she is more or less capable, under the teacher's guidance , of recognising and using relevant information, including important details.	The student shows some understanding of literary/non-literary text(s) at the S5 level ; he/she is more or less capable, with instructions , of recognising, using and analysing relevant information, including important details.	The student shows some understanding of literary/non-literary text(s) at the S7 level ; he/she is more or less capable, without further instructions of recognising, using and analysing relevant information, including important details.
			Writing	The student is able to some extent, under the teacher's guidance , to produce a structured text which meets the requirements of a concrete assignment and which is related to his/her everyday environment ; he/she is capable to a slight extent of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is limited and spelling mistakes are regularly made.	The student is able to some extent, with instructions , to produce a structured text which meets the requirements of a concrete assignment and context ; he/she is capable to a slight extent of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is limited and spelling mistakes are regularly made.	The student is able to some extent, without further instructions , to produce a structured text which meets the requirements of a given assignment and context ; he/she is capable to a slight extent of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is limited and spelling mistakes are regularly made. The student does not show a clear awareness of a suitable register.
Arguing/ persuading	The student is able to some extent, under the teacher's guidance , to argue on topics from his/her everyday environment ; he/she is more or less capable of taking a position and of formulating his/her argument(s) in a clear way , making use of linguistically appropriate means.	The student is able to some extent, on the basis of an assignment with instructions , to argue on concrete topics ; he/she is more or less capable of adopting a viewpoint for or against and of formulating his/her argument(s) in a clear and coherent way , making use of linguistically appropriate means.	The student is able to some extent, without further instructions , to argue on a variety of topics ; he/she is more or less capable of adopting different viewpoints and of formulating his/her argument(s) in a clear, coherent and structured way , making use of linguistically appropriate means.			

Mark	Denominat or	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
5-5.9	Sufficient	E	Interpretation	The student is able to some extent, under the teacher's guidance , to interpret a literary/non-literary text at the S3 level . He/she is more or less capable of evaluating the text.	The student is able to some extent, with instructions , to interpret and grasp the intentions of a literary/non-literary text at the S5 level and/or to formulate hypotheses about it. He/she is more or less capable of evaluating the text.	The student is able to some extent, without further instructions , to interpret and grasp the intentions of a literary/non-literary text at the S7 level and/or to formulate hypotheses about it. He/she is more or less capable of evaluating the text and of reporting on it critically .
			Subject/ specialist	The student shows some knowledge of the most important basic aspects and terms of the subject (think of literary and grammatical terms) at the S3 level .	The student shows some knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terms) at the S5 level and he/she is able to some extent, under the teacher's guidance , to relate them to other subjects (history, philosophy, etc.).	The student shows some knowledge of the most important aspects, concepts and terms of the subject (think of literary, grammatical, linguistic terms and basic pragmatics, socio- and psycholinguistics terms) at the S7 level and he/she is able to some extent, without further instructions , to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is able to some extent, under the teacher's guidance , to analyse the features of a text at the S3 level , in terms of content and communication context; he/she is able also to some extent, on the basis of a concrete assignment and with the teacher's guidance , to produce a simple text of his/her own about a topic in his/her everyday environment .	The student is able to some extent, with instructions , to analyse the features of a text at the S5 level , in terms of content and communication context; he/she is able also to some extent, on the basis of assignments with instructions , to produce several different texts of his/her own.	The student is able to some extent, without further instructions , to analyse the features of a text at the S7 level , in terms of content and communication context; he/she is able also to some extent, without further instructions , to produce a wide variety of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
5-5.9	Sufficient	E	Critical thinking	The student is able to some extent, under the teacher's guidance , to reflect on topics in his/her everyday environment and to convey the outcomes of this process in language.	The student is able to some extent, with instructions , to reflect on topics in everyday reality and to convey the outcomes of this process in language.	The student is able to some extent, without further instructions , to reflect on social reality and to convey the outcomes of this process in language.
			Oral competence	The student is able to some extent to give a presentation which meets the requirements of a concrete assignment at the S3 level regarding his/her everyday environment . In a concrete situation, he/she is able to some extent to communicate and to start a conversation. He/she is capable to a slight extent of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is limited.	The student is able to some extent to give a presentation which meets the requirements of a well-defined assignment with instructions at the S5 level . In a given setting , he/she is able to communicate to some extent and to start conversations . He/she is capable to a slight extent of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is limited.	The student is able to some extent, without further instructions , to give a structured presentation which meets the requirements of a complex assignment at the S7 level . In a variety of different contexts, he/she is able to communicate to some extent and to start conversations. He/she is capable to a slight extent of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is limited. The student does not show a clear awareness of a suitable register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
3-4.9	Failed (weak)	F	Competences for written and oral performance			
			Reading	The student shows little understanding of literary/non-literary text(s) at the S3 level ; he/she recognises little relevant information or important details, even with (extra) guidance from the teacher.	The student shows little understanding of literary/non-literary text(s) at the S5 level ; he/she recognises little relevant information or important details, even with (extra) instructions.	The student shows little understanding of literary/non-literary text(s) at the S7 level ; he/she recognises little relevant information or important details.
			Writing	The student is hardly able, even with (extra) guidance from the teacher , to produce a short text which meets the requirements of a given assignment and context ; he/she is hardly capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is very limited and there is a comparatively large number of spelling mistakes.	The student is hardly able, even with (extra) instructions , to produce a text which meets the requirements of a given assignment and context ; he/she is hardly capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is very limited and there is a comparatively large number of spelling mistakes.	The student is hardly able, without further instructions , to produce a structured text which meets the requirements of a given assignment and context ; he/she is hardly capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is very limited and there is a comparatively large number of spelling mistakes. The student does not show any awareness of a suitable register.
Arguing/persuading	The student is hardly able, even with (extra) guidance from the teacher , to argue on topics from his/her everyday environment ; he/she is hardly capable of taking a position and of formulating his/her argument(s) in a clear way , making use of linguistically appropriate means.	The student is hardly able, even on the basis of an assignment with (extra) instructions , to argue on concrete topics ; he/she is hardly capable of adopting a viewpoint for or against and of formulating his/her argument(s) in a clear and coherent way , making use of linguistically appropriate means.	The student is hardly able, without further instructions , to argue on a variety of topics ; he/she is hardly capable of adopting different viewpoints and of formulating his/her argument(s) in a clear, coherent and structured way , making use of linguistically appropriate means.			

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
3-4.9	Failed (weak)	F	Interpretation	The student is hardly able, even with (extra) guidance from the teacher , to interpret a literary/non-literary text at the S3 level . He/she is hardly capable of evaluating a text.	The student is hardly able, even with (extra) instructions , to interpret and grasp the intentions of a literary/non-literary text at the S5 level and/or to formulate hypotheses about it. He/she is hardly capable of evaluating a text.	The student is hardly able, without further instructions , to interpret and grasp the intentions of a literary/non-literary text at the S7 level and/or to formulate hypotheses about it. He/she is hardly capable of evaluating the text and of reporting on it critically .
			Subject/specialist	The student shows some knowledge of the most important basic aspects and terms of the subject (think of literary and grammatical terms) at the S3 level .	The student shows some knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terms) at the S5 level and he/she is hardly able, even under the teacher's guidance , to relate them to other subjects (history, philosophy, etc.).	The student shows some knowledge of the most important aspects, concepts and terms of the subject (think of literary, grammatical, linguistic terms and basic pragmatics, socio- and psycholinguistics terms) at the S7 level and he/she is hardly able, without further instructions , to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is hardly able, even with (extra) guidance from the teacher , to analyse the features of a text at the S3 level , in terms of content and communication context; he/she is also hardly able, on the basis of a concrete assignment and with (extra) guidance from the teacher , to produce a simple text of his/her own about a topic in his/her everyday environment .	The student is hardly able to analyse the features of a text at the S5 level , in terms of content and communication context, even on the basis of (extra) instructions ; he/she is also hardly able, on the basis of (extra) instructions , to produce several different texts of his/her own.	The student is hardly able, without further instructions , to analyse the features of a text at the S7 level , in terms of content and communication context; he/she is also hardly able, without further instructions , to produce, a wide variety of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
3-4.9	Failed (weak)	F	Critical thinking	The student is hardly able, even with (extra) guidance from the teacher , to reflect on topics in his/her everyday environment and to convey the outcomes of this process in language.	The student is hardly able, even with (extra) instructions, to reflect on topics in everyday reality and to convey the outcomes of this process in language.	The student is hardly able, without further instructions , to reflect on social reality and to convey the outcomes of this process in language.
			For oral performance only			
			Oral competence	The student is hardly able to give a presentation which meets the requirements of a concrete assignment at the S3 level regarding his/her everyday environment . In a concrete situation, he/she is hardly able to communicate and to start a conversation. He/she is hardly capable of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is very limited.	The student is hardly able to give a presentation which meets the requirements of a well-defined assignment with instructions at the S5 level . In a given setting , he/she is hardly able to communicate and to start conversations . He/she is hardly capable of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is very limited.	The student is hardly able, without further instructions , to give a well-structured presentation which meets the requirements of a complex assignment at the S7 level . In a variety of different contexts, he/she is hardly able to communicate and to start conversations. He/she is hardly capable of formulating correct sentences and using appropriate vocabulary. However, the vocabulary is very limited. The student does not show a clear awareness of a suitable register.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
0-2.9	Failed (very weak)	FX	Competences for written and oral performance			
			Reading	The student shows no understanding of literary/non-literary text(s) at the S3 level ; he/she recognises no relevant information or important details, even with (extra) guidance from the teacher.	The student shows no understanding of literary/non-literary text(s) at the S5 level ; he/she recognises no relevant information or important details, even with (extra) instructions.	The student shows no understanding of literary/non-literary text(s) at the S7 level ; he/she recognises no relevant information or important details.
			Writing	The student is unable, even with (extra) guidance from the teacher , to produce a short text which meets the requirements of a given assignment and context; he/she is hardly capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is inadequate and there is a comparatively large number of spelling mistakes.	The student is unable, even with (extra) instructions , to produce a text which meets the requirements of a given assignment and context; he/she is hardly capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is inadequate and there is a comparatively large number of spelling mistakes.	The student is unable, without further instructions , to produce a structured text which meets the requirements of a given assignment and context; he/she is hardly capable of formulating correct sentences, using appropriate vocabulary and correct spelling. However, the vocabulary is inadequate and there is a comparatively large number of spelling mistakes. The student does not show any awareness of a suitable register in a given context.
			Arguing/ persuading	The student is unable, even with (extra) guidance from the teacher , to argue on topics from his/her everyday environment ; he/she is incapable of taking a position and of formulating his/her argument(s) in a clear way , making use of linguistically appropriate means.	The student is unable, even on the basis of an assignment with (extra) instructions , to argue on concrete topics ; he/she is incapable of adopting a viewpoint for or against and of formulating his/her argument(s) in a clear and coherent way , making use of linguistically appropriate means.	The student is unable, without further instructions , to argue on a variety of topics ; he/she is incapable of adopting different viewpoints and of formulating his/her argument(s) in a clear, coherent and structured way , making use of linguistically appropriate means.

Mark	Denominat or	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
0-2.9	Failed (very weak)	FX	Interpretation	The student is unable, even with (extra) guidance from the teacher, to interpret a literary/non-literary text at the S3 level. He/she is incapable of evaluating a text.	The student is unable, even with (extra) instructions, to interpret and grasp the intentions of a literary/non-literary text at the S5 level and/or to formulate hypotheses about it. He/she is incapable of evaluating a text.	The student is unable, without further instructions, to interpret and grasp the intentions of a literary/non-literary text at the S7 level and/or to formulate hypotheses about it. He/she is incapable of evaluating the text and of reporting on it critically.
			Subject/ specialist	The student shows no knowledge of the most important basic aspects and terms of the subject (think of literary and grammatical terms) at the S3 level.	The student shows no knowledge of the most important aspects and terms of the subject (think of literary, grammatical and linguistic terms) at the S5 level and he/she is unable, even under the teacher's guidance, to relate them to other subjects (history, philosophy, etc.).	The student shows no knowledge of the most important aspects, concepts and terms of the subject (think of literary, grammatical, linguistic terms and basic pragmatics, socio- and psycholinguistics terms) at the S7 level and he/she is unable, without further instructions, to relate them to other subjects (history, philosophy, etc.).
			Language awareness	The student is unable, even with (extra) guidance from the teacher, to analyse the features of a text at the S3 level, in terms of content and communication context; he/she is also unable, on the basis of a concrete assignment and with (extra) guidance from the teacher, to produce a simple text of his/her own about a topic in his/her everyday environment.	The student is unable, even on the basis of (extra) instructions, to analyse the features of a text at the S5 level, in terms of content and communication context; he/she is also unable, on the basis of assignments with (extra) instructions, to produce several different texts of his/her own.	The student is unable, without further instructions, to analyse the features of a text at the S7 level, in terms of content and communication context; he/she is also unable, without further instructions, to produce a wide variety of texts of his/her own.

Mark	Denominator	Grade	Descriptors			
				End of Cycle 1	End of Cycle 2	End of Cycle 3
0-2.9	Failed (very weak)	FX	Critical thinking	The student is unable, even with (extra) guidance from the teacher , to reflect on topics in his/her everyday environment and to convey the outcomes of this process in language.	The student is unable, even with (extra) instructions , to reflect on topics in everyday reality and to convey the outcomes of this process in language.	The student is unable, without further instructions , to reflect on social reality and to convey the outcomes of this process in language.
			Oral competence	The student is unable to give a presentation which meets the requirements of a concrete assignment at the S3 level regarding his/her everyday environment. In a concrete situation , he/she is unable to communicate and to start a conversation . He/she is incapable of formulating correct sentences and using any appropriate vocabulary.	The student is unable to give a presentation which meets the requirements of a well-defined assignment with instructions at the S5 level. In a given setting , he/she is unable to communicate and to start conversations . He/she is incapable of formulating correct sentences and using any appropriate vocabulary.	The student is unable, without further instructions , to give a structured presentation which meets the requirements of a complex assignment at the S7 level . In a variety of different contexts, he/she is unable to communicate and to start conversations in a wide variety of contexts . He/she is incapable of formulating correct sentences and using any appropriate vocabulary. The student does not show a clear awareness of a suitable register in a given context.
For oral performance only						

Annex 2(b): marking grids for the Baccalaureate examination

Grid A: assessment criteria for Bac L1/L1A oral examinations (summer 2018/19)

Mark /10	Quality of reading response to selected text (and references to themes/other texts as appropriate)	Quality of speaking and listening
10-9.0	<p>An independent, mature and persuasive overview of the text; cogent, reasoned analysis of subject-matter/themes, language and structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>insightful response to subtleties and implicit meanings in the text, with difficulties confronted and explained effectively</i> · <i>successful evaluation of the effects and impact of genre-specific features and language choices</i> · <i>plausible alternative interpretations of a writer's methods, intentions and purposes</i> · <i>relevant, wide-ranging references to theme/other texts studied; evaluating the significance of social, cultural and historical contexts</i> 	<p>Sophisticated language choices and a range of expression that convey subtle and complex meanings</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>judicious selection and skilful use of quotations from, or references to, the selected text and others studied</i> · <i>thoughtful responses to questions</i> · <i>effortlessly sustained discussion</i> · <i>initiative in developing and independently shaping the discussion</i>
8.9-8.0	<p>A confident overall account of the text, showing personal engagement; detailed references to, and full explanations of, subject-matter/themes, language and structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>reading between the lines; grappling effectively with difficulties in the text</i> · <i>analysing effects of the structure and genre-specific features and to the writer's choices of language</i> · <i>understanding that texts have different purposes and may be interpreted in various ways</i> · <i>effective references to theme/other texts studied, showing understanding of the importance of social, cultural and historical factors</i> 	<p>Confident and sensitive language choices and expression that convey thoughtful meanings</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>using apt quotations from, or references to, the selected text and others studied</i> · <i>convincing and detailed responses to questions</i> · <i>attentively sustained and engaged discussion</i> · <i>acknowledging and developing new directions in discussion</i>
7.9-7.0	<p>An accurate overview of the text, highlighting its most significant aspects, with a straightforward explanation of content, language and structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>awareness of some implicit or ambiguous meanings in the text</i> · <i>understanding the effects of different structures, including genre-specific features, and the writer's language choices</i> · <i>awareness that texts may have different purposes or intentions</i> · <i>brief but apposite references to theme/other texts studied, with awareness of some social, cultural and historical issues</i> 	<p>Effective and successful communication, using appropriate vocabulary and structures</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>pertinent quotation from, or references to, the selected text and others studied</i> · <i>careful and detailed responses to questions</i> · <i>sustaining the discussion without much need for prompts</i> · <i>following and engaging with changes or developments in discussion</i>

6.9-6.0	<p>Sound understanding of the main points of the text, using accurate paraphrase or summary; explains some obvious aspects of language and/or structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · identifying and explaining simply some evident difficulties or subtleties in the text · describing some obvious features of structures and/or genre-specific features and a recognition of language choices made by the writer and their effect on the reader · a broad awareness of the writer's purpose or intentions · generalised references to theme/other texts studied; occasional references to social, cultural and historical issues 	<p>Communicates clearly, using straightforward vocabulary and structures</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · using some quotations from ,and references to, the selected text and to other texts studied · sound responses to questions · listening carefully and developing ideas in response to structured prompts · responding to, but seldom initiating new directions in discussion
5.9-4.0	<p>Limited overview of the text, with some possible oversights and/or misunderstandings of detail</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · partially explaining, some obvious difficulties or challenges in the text · a straightforward awareness of how some aspects of the writer's craft, such as readily-apparent devices and structures, genre-specific features and/or language choices may affect the reader · a simple acknowledgement that texts may have different purposes or intentions · occasional references to theme/other texts; brief mentions, if any, of social cultural or historical contexts 	<p>Communicates ideas adequately through simple choices of language and expression</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · few quotations from, or direct references to, the selected text or other texts studied · brief and undeveloped responses to questions · not sustaining discussion without frequent prompts · not responding easily to changes in direction of the discussion
3.9-0.1	<p>Very limited grasp of the overall meaning of the text or of significant details</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · leaving difficulties in the text unmentioned or poorly explained · showing limited awareness of the most obvious aspects of structure, genre-specific features and language choices and their effects · no clear sense of the purpose or intention of texts · few references to wider reading and no awareness of social, cultural or historical contexts 	<p>Inexact language choices and lack of fluency sometimes impede communication</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · generalised response with few specific references to details of texts · partial or unfocussed answers to questions · need for constant prompts and/or questions to sustain the discussion · not recognising or responding to changes in direction of the discussion
0	Candidate is absent, or makes no audible or intelligible response to questions or prompts	

**Grid B: assessment criteria for Bac L1 examination, Parts 1 and 2 and L1A examination,
Question 3 (summer 2018/19)**

Mark /10	Quality of the <u>reading</u> response to unprepared poetry (L1 Question 1) and non-fiction prose (L1 Question 2) and to prose, poetry or drama (L1A Question 3)	Quality of <u>writing</u> in the response
10-9.0	<p>An independent, mature and persuasive overview of the text; cogent, reasoned analysis of subject-matter/themes, language and structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>insightful response to subtleties and implicit meanings in the text, with difficulties confronted and explained effectively</i> • <i>successful evaluation of the effects and impact of structure, genre-specific features and language choices</i> • <i>plausible alternative interpretations of a writer's methods, intentions and purposes</i> 	<p>A lucid, coherent and focussed essay; engaging and pleasurable to read</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>logical and convincing organisation; effective connections and transitions</i> • <i>ambitious and sophisticated choices of vocabulary, grammatical structures and punctuation</i> • <i>almost no technical errors</i> • <i>apt quotations, references and examples that are skilfully incorporated and strengthen/further the argument</i>
8.9-8.0	<p>A confident overall account of the text, showing personal engagement; detailed references to, and full explanations of, subject-matter/themes, language and structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>reading between the lines; grappling effectively with difficulties in the text</i> • <i>analysing effects of structure and genre-specific features and to the writer's choices of language</i> • <i>understanding that texts have different purposes and may be interpreted in various ways</i> 	<p>A thoughtful, organised and relevant essay that successfully conveys a full response to the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>conscious and careful structuring of arguments that develop convincingly</i> • <i>a wide and occasionally ambitious range of vocabulary, grammatical structures and punctuation</i> • <i>very few technical errors, that do not affect the reader's understanding or enjoyment</i> • <i>detailed quotations, references and examples used fluently to support the argument</i>
7.9-7.0	<p>An accurate overview of the text, highlighting its most significant aspects, with a straightforward explanation of content, language and structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>awareness of some implicit or ambiguous meanings in the text</i> • <i>understanding the effects of different structures, including genre-specific features, and the writer's language choices</i> • <i>awareness that texts may have different purposes or intentions</i> 	<p>A competent essay that communicates a sensible, convincing and relevant response to the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>well structured, convincingly organised and sequenced paragraphs that support a clear argument</i> • <i>functional and appropriate choices of vocabulary, grammatical structures and punctuation</i> • <i>some technical errors, but mostly unobtrusive and insignificant</i> • <i>quotations, references and examples used appropriately to illustrate a number of points</i>
6.9-6.0	<p>Sound understanding of the main points of the text, using accurate paraphrase or summary; explains some obvious aspects of language and/or structure</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>identifying and explaining simply some evident difficulties or subtleties in the text</i> • <i>describing some obvious features of structures and/or genre-specific features and a recognition of language choices made by the writer and their effect on the reader</i> • <i>a broad awareness of the writer's purpose or intentions</i> 	<p>A straightforward essay that adequately conveys a sound understanding of most aspects of the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> • <i>simple but accurate organisation and sequencing of paragraphs</i> • <i>uncomplicated but functional vocabulary, grammatical structures and punctuation</i> • <i>frequent technical errors that do not greatly impede communication</i> • <i>some points illustrated by the use of obvious quotations, references and examples</i>

5.9-4.0	<p>Limited overview of the text, with some possible oversights and/or misunderstandings concerning detail</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>partially explaining, some obvious difficulties or challenges in the text</i> · <i>a straightforward awareness of how some aspects of the writer's craft, such as readily-apparent structures, genre-specific features and/or language choices may affect the reader</i> · <i>a simple acknowledgement that texts may have different purposes or intentions</i> 	<p>An essay that is weak in communicating an overall approach to the question and in engaging the reader</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>paragraphs that are not always organised or connected in ways that support or develop an argument</i> · <i>little variety in vocabulary, grammatical structures and punctuation</i> · <i>prominent technical errors that sometimes impede communication</i> · <i>occasional quotations, references or examples not always relevant or to the point</i>
3.9-0.1	<p>Very limited grasp of the overall meaning of the text or of significant details</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>leaving difficulties in the text unmentioned or poorly explained</i> · <i>showing limited awareness of the most obvious aspects of structure, genre-specific features and language choices and their effects</i> · <i>no clear sense of the purpose or intention of texts</i> 	<p>A very weak essay that struggles to communicate with the reader or to answer the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>paragraphing that is formulaic or lacking a sense of overall direction</i> · <i>simple, basic choices of vocabulary, grammatical structures and punctuation</i> · <i>profuse technical errors that seriously impede the reader's understanding</i> · <i>few if any relevant quotations, references or examples</i>
0	Candidate is absent, or makes no legible or relevant written response to the question	

Grid C: assessment criteria for Bac L1 examination, Part 3 and L1A examination, Questions 1 and 2 (summer 2018/19)

Mark /10	Quality of the <u>reading</u> response to: set theme and texts (L1 Part 3 and L1A Question 2); text set for detailed study and other texts linked by author/genre (L1A Question 1)	Quality of <u>writing</u> in the response
10-9.0	<p>An independent, mature and persuasive overview of theme and texts, or set text and linked author/genre, with convincing, fruitful links and/or contrasts; cogent, reasoned analysis of subject-matter/themes, language and structures</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>insightful response to subtleties and implicit meanings in texts, with difficulties confronted and explained effectively</i> · <i>successful evaluation of the effects and impact of structure, author/genre-specific features and language choices</i> · <i>plausible alternative interpretations of writers' methods, intentions and purposes</i> · <i>evaluating the significance of social, cultural and historical contexts</i> 	<p>A lucid, coherent and focussed essay; engaging and pleasurable to read</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>logical and convincing organisation; effective connections and transitions</i> · <i>ambitious and sophisticated choices of vocabulary, grammatical structures and punctuation</i> · <i>almost no technical errors</i> · <i>judiciously chosen quotations, references and examples that are skilfully incorporated and strengthen/further the argument</i>
8.9-8.0	<p>A confident overall account of theme and texts, or set text and linked author/genre, with effective links and/or contrasts showing personal engagement; detailed references to, and full explanations of, subject-matter/themes, language and structures</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>reading between the lines; grappling effectively with difficulties in texts</i> · <i>analysing effects of structure and author/genre-specific features and to writers' choices of language</i> · <i>understanding that texts have different purposes and may be interpreted in various ways</i> · <i>understanding of the importance of social, cultural and historical factors</i> 	<p>A thoughtful, organised and relevant essay that successfully conveys a full response to the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>conscious and careful structuring of arguments that develop convincingly</i> · <i>a wide and occasionally ambitious range of vocabulary, grammatical structures and punctuation</i> · <i>very few technical errors, that do not affect the reader's understanding or enjoyment</i> · <i>apt quotations, references and examples used fluently to support the argument</i>
7.9-7.0	<p>An accurate overview of the most significant aspects of theme and texts, or set text and linked author/genre, with appropriate links and/or contrasts and a straightforward explanation of content, language and structures</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>awareness of some implicit or ambiguous meanings in texts</i> · <i>understanding the effects of different structures, including author/genre-specific features, and writers' language choices</i> · <i>awareness that texts may have different purposes or intentions</i> · <i>awareness of some social, cultural and historical issues</i> 	<p>A competent essay that communicates a sensible, convincing and relevant response to the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · <i>well structured, convincingly organised and sequenced paragraphs that support a clear argument</i> · <i>functional and appropriate choices of vocabulary, grammatical structures and punctuation</i> · <i>some technical errors, but mostly unobtrusive and insignificant</i> · <i>quotations, references and examples used appropriately to illustrate a number of points</i>

6.9-6.0	<p>Sound understanding of the main points of theme and texts, or set text and linked author/genre, making straightforward links and/or contrasts; explains some obvious aspects of language and/or structures</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · identifying and explaining simply some evident difficulties or subtleties in texts · describing some obvious features of structures and/or author/genre-specific features and a recognition of language choices made by writers and their effect on the reader · a broad awareness of writers' purposes or intentions · occasional references to social, cultural and historical issues 	<p>A straightforward essay that adequately conveys a sound understanding of most aspects of the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · simple but accurate organisation and sequencing of paragraphs · uncomplicated but functional vocabulary, grammatical structures and punctuation · frequent technical errors that do not greatly impede communication · some points illustrated by the use of obvious quotations, references and examples
4.0-5.9	<p>Limited overview of theme and texts, or set text and linked author/genre, with infrequent links and/or contrasts and some possible oversights and/or misunderstandings of detail</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · partially explaining, some obvious difficulties or challenges in texts · a straightforward awareness of how some aspects of writers' craft, such as readily-apparent devices and structures, author/genre-specific features and/or language choices may affect the reader · a simple acknowledgement that texts may have different purposes or intentions · brief mentions, if any, of social cultural or historical contexts 	<p>An essay that is weak in communicating an overall approach to the question and in engaging the reader</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · paragraphs that are not always organised or connected in ways that support or develop an argument · little variety in vocabulary, grammatical structures and punctuation · prominent technical errors that sometimes impede communication · occasional quotations, references or examples not always relevant or to the point
0.1-3.9	<p>Very limited grasp of the overall meaning of theme or genre or of author's qualities; texts tend to be treated individually with few links, contrasts or references to detail</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · leaving difficulties in texts unmentioned or poorly explained · showing limited awareness of the most obvious aspects of structure, author/genre-specific features and language choices and their effects · no clear sense of the purpose or intention of texts · no awareness of social, cultural or historical contexts 	<p>A very weak essay that struggles to communicate with the reader or to answer the question</p> <p><i>which may include:</i></p> <ul style="list-style-type: none"> · paragraphing that is formulaic or lacking a sense of overall direction · simple, basic choices of vocabulary, grammatical structures and punctuation · profuse technical errors that seriously impede the reader's understanding · few if any relevant quotations, references or examples
0	Candidate is absent, or makes no legible or relevant written response to the question	

Annex 3: the European Baccalaureate oral examination

The oral examination assesses the candidate's ability to talk coherently and cogently about a text selected at random from a set provided by the school and approved by external experts. These texts are extracted from the four theme-related set books; there should be a balance of fiction and non-fiction that reflects the balance in the set texts. Candidates are expected to communicate an analytic and personal response to the chosen text, incorporating appropriate knowledge and understanding (e.g. of its linguistic and literary features, and of any relevant social, cultural and historical background). They may also talk about texts they have encountered during the course, both in school and in their personal reading, where these can be related to aspects of the text chosen for this examination. Written prompts are provided to guide candidates in their preparation, for which they are allowed 25 minutes, which includes the time taken to select the passage and to go to the examination room. The text is about 400 words long; details of authorship, date and source are provided.

Regulations concerning the conduct of the examination are issued by the Pedagogical Development Unit of the Office of the Secretary General of the European Schools. The national inspector issues specific advice and guidelines, concerning the choice and presentation of texts and administration of the examination, annually.

The examination itself lasts for 20 minutes, with an additional 5 minutes for the teacher and external examiner to agree the mark for the candidate. Candidates may be asked to read some of the selected text aloud; they will be required to develop an interpretation of it (initially related to the prompts, but not restricted by them) and to engage with the teacher and examiner in a dialogue about the text, referring to the candidate's wider personal reading where appropriate.

The examination is marked in accordance with the appropriate assessment grid (Grid A) in Annex 2(b) above. It should be noted that this oral examination has the potential to assess all the subject competences listed in section 3.1 above and described more fully in part (b) of Annex 1; the 'oral competence' attainment descriptors in Annex 2(a) above are also relevant. As well as taking account of the candidate's literary knowledge and critical understanding, marks are awarded for fluent and correct expression, appropriate pronunciation, intonation and register, and the candidate's ability to participate in and sustain a dialogue (i.e. his/her ability to understand, respond to and develop prompts put by the examiner in presenting a sustained argument).

Annex 4: the European Baccalaureate written examination

Harmonisation regulations require the L1 Baccalaureate examination paper to:

1. assess all required competences, so that candidates may not neglect or leave out parts of the syllabus;
2. contain one, two or three tasks; sub-tasks are allowed, and are required if only one main task is set;
3. include literary and non-literary texts of 1000 to 1600 words (the minimum number need not be respected if poems are included).

Various models are approved. That chosen for English L1 consists of three parts:

Part 1 Reading comprehension

Poetry – one task, which is to make an analysis and interpretation of the unseen text, including comparison if two texts are set.

Competences assessed: reading, writing, interpretation, subject/specialist, language awareness, critical thinking

Part 2 Written production

Prose – one task, which is to present the ideas and points of view expressed in an unseen non-fiction text and to analyse/evaluate the methods used to communicate them, including comparison if two texts are set.

Competences assessed: reading, writing, arguing/reasoning, subject/specialist, language awareness, critical thinking

Part 3 Understanding literature

Candidates choose one task from two related to the set texts and theme studied, producing an analysis and evaluation of how at least two writers present ideas and achieve their effects.

Competences assessed: reading, writing, arguing/reasoning, interpretation, subject/specialist, language awareness, critical thinking

If one text is set in Part 1, two texts will be set in Part 2 or *vice versa*, so that one of the tasks will always require candidates to compare texts. Parts 1 and 2 are not linked thematically; the text(s) in Part 2 will be non-fiction, to ensure that the examination assesses the candidate's response to a variety of text types and that there is full coverage of the syllabus through this assessment model. The examination is marked in accordance with the assessment grids B and C in Annex 2(b) above. A sample examination paper follows.

**ENGLISH FIRST LANGUAGE
SAMPLE HARMONISED PAPER
(format for summer 2018
examination onwards)**

NB texts and themes used for questions in Part 3 are not those set for the 2018 Baccalaureate examination: they are exemplars, included to illustrate question types. Actual set texts and themes for 2018 are in the current *Vade Mecum*.

DATE: ddmmyyyy

LENGTH OF THE EXAMINATION: 4 HOURS (240 MINUTES)

PERMITTED EQUIPMENT: None

SPECIAL REMARKS: Answer **ALL THREE** Parts

There is a choice of questions in Part 3

Part 1

Write a critical commentary on the following two poems, comparing and contrasting their subject matter and style and the effect they have on you, the reader. **(30 marks)**

The Day the Winds

The day the winds went underground I gasped for breath
Did not you? – oxygen gone from the chest wall,
Nostrils pinched in the scant weather, strictest
Sort of equilibrium at street corners.

- 5 It was a pity. Who could walk in the hills now
Or run for a train? The water in a storm
Ran down the sides of buildings and the bark of trees
Straight down, like tears.

- In the first days it was not so desperate;
10 I remember, though short of breath,
Thinking with relief in the dense quiet,
Fall will be quiet.

- But more and more as the streets clogged with traffic
And the smog of the city's production lay on its eyes,
15 One could notice persons burrowing, hearts hammering,
Toward the risks of the wind.

(128 words)

Josephine Miles (1911 - 1985),
Collected Poems (Illinois, 1983)

[The second poem is on the following page]

Wind

This house has been far out at sea all night,
The woods crashing through darkness, the booming hills,
Winds stampeding the fields under the window
Floundering black astride and blinding wet

- 5 Till day rose: then under an orange sky
The hills had new places, and wind wielded
Blade-light, luminous black and emerald,
Flexing like the lens of a mad eye.

- 10 At noon I scaled along the house-side as far as
The coal-house door. Once I looked up –
Through the brunt wind that dented the balls of my eyes
The tent of the hills drummed and strained its guyrope,

- 15 The fields quivering, the skyline a grimace,
At any second to bang and vanish with a flap:
The wind flung a magpie away and a black-
Back gull bent like an iron bar slowly. The house

- 20 Rang like some fine green goblet in the note
That any second would shatter it. Now deep
In chairs, in front of the great fire, we grip
Our hearts and cannot entertain book, thought,

Or each other. We watch the fire blazing,
And feel the roots of the house move, but sit on,
Seeing the window tremble to come in,
Hearing the stones cry out under the horizons.

(202 words)

Ted Hughes (1930 - 1998),
New Selected Poems (London, 1995)

Part 2 of the examination is on the following page

Part 2

Write a critical commentary on the following article; briefly summarise the writer's ideas, and evaluate how successfully he argues his point of view, paying particular attention to the style of writing and presentation of the article and the effect these achieve on you, the reader. **(30 marks)**

If your jeans don't fit, maybe your genes don't fit

*Millions of us start the year on a diet – but, be honest, will it work? The geneticist **Giles Yeo** says the key is to find why we are overweight, and his DNA disciples are losing weight fast.*

5 Most of us will know the sensation: with the remnants of turkey curries and yule logs finally finished, we look down at our waistlines in alarm before plumping for a trendy January diet. There's no shortage to choose from: some of us are back on the 5:2, others are following a liquid juice cleanse, more still are on the Stone Age-inspired Paleo Diet. The bad news is that these are unlikely to be the right solution to rid you of your extra pounds.

10 Since time immemorial managing one's food intake and body weight has been thought to be a simple issue of self-control and willpower. Gluttony is, after all, one of the seven deadly sins. As obesity becomes an increasing public health problem, society blames the obese for a lack of moral fortitude. "They only have themselves to blame, all they have to do is to eat less," the argument goes.

15 "There is an obvious relationship between food intake, energy expenditure and body weight. Thus the only way to gain weight is to eat more than you burn and the only way to lose weight is to eat less than you burn."

20 There, in one succinct statement is the apparent cause and cure of the obesity epidemic. However, this sage piece of advice that your grandmother could have given you is clearly not working: some 11m people in Britain are on a diet at any one time but the depressing fact is most will "fail".

Where are we going wrong and what can we do?

25 A more informative approach is to ask why some people eat more than others. If we had a better idea about this, could we identify types of diets that suit some better than others?

30 This is the question that my colleagues and I are trying to answer in our study of overweight volunteers which was filmed for a BBC Horizon documentary. We know that many factors influence eating behaviour and we selected three groups of

volunteers, each with a different reason why they might eat more than people who are not overweight.

35 We termed the first group “feasters”. Fiona Gribble a professor at the Institute of Medical Research at Cambridge University, found this group produces fewer gut hormones after a meal. Higher gut hormones are normally a signal to stop eating, so lower levels mean it is more difficult for these individuals to do so.

40 “Emotional eaters” form the second group. Its members, who were identified by Paul Aveyard, a professor of behavioural medicine at Oxford University, eat in response to negative emotions such as anxiety, depression or stress.

45 As a geneticist I have a particular interest in the third group, the “constant cravers”. Genes have a role to differing degrees, in influencing the body weights of all of us. But the constant cravers carry more genetic risk factors for obesity.

50 Few would dispute that the obesity epidemic has been driven by lifestyle and environmental changes. But it is also clear that people have responded very differently to these changes. Many have become overweight or obese, while others have not gained a single ounce in 25 years.

55 An invaluable tool in determining the heritability of specific traits is the study of twins. Identical twins are genetic “clones”, while non-identical twins share 50% of their genetic material, as you would with any of your siblings.

60 By studying enough twins, both identical and non-identical, one can look at any trait that could conceivably have a genetic element, such as eye colour, hair colour, height or weight, and calculate how much each might be down to genes. What is surprising to most people is that weight is just as genetic as height.

65 No one disputes that height is genetically determined. It is well known that human beings today are several inches taller than they were just a century or two ago. Changes in diet, environment and lifestyle account for this. The same argument goes for body weight. We are more obese compared with 25 years ago because of environmental changes, but this does not change the fact that if our parents are overweight we are much more likely to be so ourselves.

70 Obesity risk genes trick the brain into thinking the body has lower energy levels than it actually does by making it less sensitive to the hormones and nutrients circulating in the blood that indicate energy levels. I screened for 25 of these obesity risk genes in all of the study’s participants and the constant cravers had the most, making them more likely to feel hungrier than others all the time.

75 Armed with all this information, Susan Jebb, professor of diet and population health at Oxford University, designed diets to tackle the specific eating characteristics of our different groups. The feasters were placed on a diet high in protein and carbohydrates that are more slowly digested. These stimulate higher levels of



EUROPEAN BACCALAUREATE 2018 (SAMPLE)

80 hormones that make people feel less hungry. This, in theory, should help the
feasters to eat less.

85 The emotional eaters were given group support because encouragement from “like-
minded” individuals activates the motivation areas of the brain, helping them to
overcome stress without turning to food.

90 The constant cravers were placed on an intermittent fasting diet, where for two days
out of every seven they had to limit their intake to 800 calories with little or no
carbohydrates, but ate normally for the remaining five days. We reasoned that
because this group feels hungrier all the time, it would be easier to stick to a diet if
they could just focus on it for two days a week.

95 Does this more personalised approach make it easier to stick to a diet? The initial
results are encouraging: all three groups lost copious amounts of weight but only
time will tell if it stays off. There are many more than three different “groups” out
there. The more specific we can be in determining a person’s biology, the better our
chances of finding a tailored approach to help them lose weight.

100 For now, our initial study suggests that rather than diets being a January fad, people
are more likely to stick to a diet if they understand why they are on it and how it fits
their biology.

(878 words)

The Sunday Times, 11 January 2015

Part 3 of the examination is on the following page

Part 3

Answer ONE of the following questions

Reminder: these are not the actual texts/theme set for the 2018 Baccalaureate examination: they are exemplars, included to illustrate question types

These questions refer to the theme you have studied, *The individual and the state*.

The set texts are:

Julius Caesar (William Shakespeare)

Poems for the Nation (eds. Ginsberg, Clausen and Katz)

The Handmaid's Tale (Margaret Atwood)

On the Front Line (Marie Colvin).

In your answer, ***you should make detailed reference to at least two of the set texts***; you may make brief reference to other texts you have studied in class, where relevant, if you wish.

EITHER: (a) *'In any free society, the conflict between social conformity and individual liberty is permanent, unresolvable, and necessary.'*

Kathleen Norris (b. 1947),
The Cloister Walk (New York, 1997)

To what extent is this statement true of the texts you have studied?

(40 marks)

OR: (b) In the texts you have studied, do any individuals succeed in standing up against the power of the state?

(40 marks)

END OF THE EXAMINATION