



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2013-05-D-34-en-3

Orig.: EN

## **Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5<sup>1</sup>**

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**APPROVED BY THE BOARD OF INSPECTORS (SECONDARY) AND BY THE JOINT TEACHING COMMITTEE**

At their respective meetings of 11 February and 13 and 14 February 2014, in Brussels

**Immediate entry into force**

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<sup>1</sup> This document is a compilation of the documents still in force and replaces Documents: 95-D-148, approved by the BoG at its April 1992 meeting; 3512-D-97, approved by the BoG at its meeting of 27 and 28 January 1998; 2112-D-1999 and 5312-D-1999 approved by the BoG at its meeting of 26, 27 and 28 January 1999; Annex IV updated by the inspector responsible following approval of the new mathematics syllabuses for S5 (2011-01-D-27 and 2011-01-D-28)

## **Introduction:**

This new version of document 2013-05-D-34 is being presented in response to a number of comments made at the Joint Teaching Committee's October 2013 and February 2014 meetings and to the letter sent by the Staff Committee (see annex to document 2013-05-D-34-en-2: Letter from the Staff Committee).

This document remains a compilation of the documents still in force and replaces Documents: 95-D-148, approved by the Board of Governors at its April 1992 meeting; 3512-D-97, approved by the Board of Governors at its meeting of 27 and 28 January 1998.

But now the annexes to document 2010-D-231-en-2, which were not approved, have been replaced by documents 2112-D-1999 and 5312-D-1999, approved by the Board of Governors at its meeting of 26, 27 and 28 January 1999; Annex IV, updated by the inspector responsible following approval of the new mathematics syllabuses for S5 (2011-01-D-27 and 2011-01-D-28).

## **Opinion of the Board of Inspectors (Secondary)**

At its meeting of 11 February, the Board of Inspectors (Secondary) is come out in favour of the immediate entry into force of the updates of point 1.2 of point II 'Organisation of written examinations leading to B marks in year 5', which concerns the addition of ONL, and of Annex IV – 4-period and 6-period Mathematics, following approval of the new mathematics syllabuses for S5.

## **Opinion of the Joint Teaching Committee**

At its meeting of 13 and 14 February, the Joint Teaching Committee scrutinised the document and expressed thanks for this initiative.

However, it drew attention to several inconsistencies in the document in relation to the existing situation still in force and expressed some comments.

Subject to the changes requested and to checking by the Inspectors responsible, the Joint Teaching Committee approved the document's immediate entry into force.

The Joint Teaching Committee is bringing to the attention of the Board of Governors, for its information, document 2013-05-D-34-en-3, which takes account of all the comments made at the meeting and of the final opinion of the Inspectors of the subjects concerned.

## I. Harmonised assessment (3512-D-97)

1. Harmonised Assessment will take place within 5 school days at the end of 5th year. It relates to the following obligatory subjects in the 5th year syllabus: Language I, II and III, mathematics (4-period course and 6-period course), biology, chemistry, physics, history and geography.

2. The two main aims of this assessment are as follows:

a) to give an indication of the level of work achieved at the end of the 5th year of secondary education, and to serve as B 2 marks at the end of the 5th year.

b) to offer those pupils who, for whatever reason, are not proceeding to the European Baccalaureate the possibility of obtaining a certificate, thus making it easier for them to go either into employment or on to another type of education.

3. A certificate will be awarded to each 5th year pupil, who has completed the year and taken the Harmonised Examination.

a) The certificate will state for each subject the marks obtained by the pupil for the harmonised written examination and the final marks obtained at the end of the 5th year.

b) A personal profile (FR. "*compétence particulière de l'élève*") will be written on the certificate for pupils who are leaving the School at the end of the 5th year. In all other cases the 'profile box' should be crossed out. The profile should be written by the class teacher after consultation with the Class Council.

## II. Organisation of the written examinations leading to the B marks in 5th year

The School will organise two series of written examinations in 5th year.

Each series will be concerned with examinations in compulsory subjects (1.1) and optional subjects (1.2).

### 1. The first series of written examinations

1.1. The following examinations will be organised by the School and will be held within 5 school days at the end of the first semester.

They will concern:

Language I	Time allowed: 3 periods
Language II	Time allowed: 2 periods
Language III	Time allowed: 2 periods
Mathematics (6 periods)	Time allowed: 3 periods
(4 periods)	Time allowed: 2 periods
Biology	Time allowed: 2 periods
Chemistry	Time allowed: 2 periods
Physics	Time allowed: 2 periods

History (in Language II)	Time allowed: 2 periods
Geography (in Language II)	Time allowed: 2 periods

The School decides, for the different subjects, whether there is harmonisation (see III).

1.2. The following subjects will be tested in the course of one or two lesson periods at the end of the first semester. These examinations will be organised by the teacher concerned :

Language IV	Time allowed: 1 period
Latin	Time allowed: 1 period
Ancient Greek	Time allowed: 1 period
Economics	Time allowed: 1 period
Music	Time allowed: 1 period
ICT	Time allowed: 1 period
ONL <sup>2</sup>	Time allowed : 2 periods
Art	Time allowed : 2 periods <sup>3</sup>

1.3. All examinations will be assessed by the teachers who teach the class and lead to the B1 marks (1st semester B mark).

## 2. The second series of written examinations

2.1. These examinations will be organised at the end of the 2nd semester (June) and will concern the same subjects with the same time allowed as under 1.1 and 1.2.

2.2. The written examinations in the subjects under 1.1 are the Harmonised Examinations. They are organised by the School and harmonised for each subject in each School (see III). They will be based on the 5th year syllabus, although they will also test skills and knowledge acquired previously (see Annexes I-VIII).

2.3. The form and the general content of the Harmonised Examinations are determined by the Board of Inspectors (see annexes to this document).

2.4. All examinations will be assessed by the teacher concerned and lead to the B2 marks (second semester B marks).

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<sup>2</sup> Updated following the introduction of the ONL in the ES (see document 2011-01-D-33-en-8). Despite the fact that it is an option subject, the JTC requested that the time allowed for the examination be two consecutive periods.

<sup>3</sup> Despite the fact that it is an option subject, the JTC requested that the time allowed for the examination be two consecutive periods to ensure consistency with the Art syllabus.

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### III. Definition of the harmonisation of the examinations

The harmonisation is within each School. It involves questions and assessment criteria. It is the responsibility of the Headmaster to see that the harmonisation is carried out in practice.

Languages I and Languages II: “Harmonised examination” means identical examinations for each language where there are parallel classes and identical assessment criteria.

Languages 3: ‘Harmonised examination’ means harmonised examinations whose structure is identical and subject to identical assessment criteria for all L3s.

Science-Mathematics: “Harmonised examination” means identical questions translated into the different languages for all the language sections and identical assessment criteria.

History: “Harmonised examination” means questions on the same topics, assessing the same skills and set at the same level in the three working languages. Where there are parallel groups for one of the three languages, the questions must be identical for these groups.

Geography: “Harmonised examination” means questions of the same type and of the same level in the three working languages. Where there are parallel groups for one of the three languages, the questions must be identical for these groups.

### IV. Setting of questions and drawing up of assessment criteria

- a) The setting of the questions presupposes that there will be close cooperation among the teachers in the different language sections during the school year.
- b) The questions designed by the different groups of teachers concerned must conform to the requirements set out in Annexes I to VIII for the different subjects. A marking scheme, produced jointly and communicated to the pupils, may be attached. In

setting the questions, the teachers concerned will agree where possible on guidelines for the marking of each question.

- c) The strictest secrecy must be observed with respect to the content of the questions.

## V. Absences

- a) In the event of a pupil's absence on duly substantiated grounds (certified illness, case of *force majeure*) from a harmonised examination, the Head will organise a substitute examination with the teacher concerned.

In the event of a pupil's absence on duly substantiated grounds from a non-harmonised examination, the teacher concerned will organise a substitute examination.

- b) A pupil who is absent without grounds from a harmonised or non-harmonised examination is given the mark zero (0).

## VI. Calculation of the final mark

1st semester	Class mark	$A_1$	Mark for the long written examination	$B_1$
2nd semester	Class mark	$A_2$	Mark for the long written examination	$B_2$

The final mark takes account of the  $A_1$ ,  $A_2$ ,  $B_1$  and  $B_2$  marks. It will not be the arithmetical average of the semester marks. It should reflect all the observations and results available to the teacher of the subject concerned.

The final mark is expressed in whole marks and in half-marks.

This mark will appear on the Harmonised Assessment Certificate (see Annex VIII).

## VII. Information to be conveyed to the Inspectors

As soon as the harmonised written examinations held at the end of the second semester have ended, each School is required to forward the question paper for each subject to the relevant Inspector, for information purposes.

## VIII. Date of entry into force

These regulations adopted by the Board of Governors in January 1998 enter into force from September 1998 and cancel all previous provisions governing Harmonised Assessment at the end of year 5.

It will enter into force from September 1998.

## ANNEXES

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Annex I:	Written examination in Language I: Harmonised assessment
Annex II:	Written examination in Language II: Harmonised assessment
Annex III:	Written examination in Language III: Harmonised assessment
Annex IV:	Written examination in 4-period Mathematics: Harmonised assessment Written examination in 6-period Mathematics: Harmonised assessment
Annex V:	Written examination in Geography: Harmonised assessment
Annex VI:	Written examination in Chemistry: Harmonised assessment
Annex VII:	Written examination in Physics: Harmonised assessment
Annex VIII:	Written examination in Biology: Harmonised assessment
Annex IX:	Written examination in History
Annex X:	Assessment certificate
Annex XI:	Marking scale

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# ANNEX I

## **LANGUAGE 1 WRITTEN EXAMINATION** **HARMONISED ASSESSMENT (95-D-148)**

### **1. Syllabus for the examination**

The examination is based on the syllabus of both years 4 & 5.

### **2. Length of the examination**

The examination lasts for three periods.

### **3. Objective of the examination**

The purpose of the examination is to allow an assessment of the receptive and the productive abilities of the candidate in the following fields:

- \* Accuracy of grammar and spelling
- \* Range and quality of expression
- \* Quality of structure and planning
- \* Quality and coherence of thought

### **4. Form of the examination**

In each language the examination will be the same across all the classes of the School. It consists of two distinct parts.

#### 4.1 Part 1

One text or two linked texts will be set (no choice), pupils being expected to answer in writing a series of structured questions based on them.

The text or two linked texts must not have been studied in class.

##### 4.1.1 Choice of text(s)

- The text(s) chosen should be mainly narrative or discursive with a content both accessible and substantial.
- The total length of the text(s) must be compatible with the level and the duration of the examination.
- The author and the date of the text(s) must be indicated; the lines must be numbered in fives.

The following should be avoided:

- \* texts which are simply informational, statistical or descriptive;
- \* texts which do not permit real analysis;
- \* texts which might upset the sensibilities of candidates or disturb their conscience.

#### 4.1.2 Types of questions

The questions, of which there should be at least five, should be devised in such a way as to enable the candidate to demonstrate that he has understood the text(s) thoroughly (meaning of words, linking of ideas, characterization of people and behavior, etc.).

#### 4.2 Part 2

The candidate will be asked to 'respond' in a clearly specified form (report, discussion, personal essay, etc.) to a suitable stimulus (question, short text, picture, etc.). A choice of three tasks of contrasting appeal will be given.

### 5. **Material aids**

Use of dictionaries or other reference material is not allowed..

### 6. **Marking**

The two parts of the examination will be given equal marks.

#### 6.1 Part 1

In each language there will be a single marking scheme. Marks are to be allocated to each sub question and will be shown on the examination paper.

#### 6.2 Part 2

The second part will be marked with reference to the abilities listed in 3.0., taking special account of the fourth one.

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# ANNEX II

## LANGUAGE 2 WRITTEN EXAMINATION HARMONISED ASSESSMENT (2112-D-1999)

### 1. Syllabus for the examination

The examination is based on the syllabus of both years 4 & 5.

### 2. Length of the examination

The examination lasts for two periods.

### 3. Objective of the examination

The examination takes account of all the linguistic knowledge and skills acquired by the pupil, and therefore corresponds to the established methods of foreign language teaching.

### 4. Form of the examination

In each language the examination will be the same across all classes in the School. It will consist of a directed written commentary on a text or texts, which must not have been studied in class. The commentary will be directed by means of exercises (questions, instructions, stimuli) involving comprehension and personal production.

**Part I:** Comprehension involves recognition of the theme(s) and identification of aspects of the text(s) which are essential to its or their understanding.

**Part II:** Personal production involves either personal evaluation of the text(s) set or personal production of a text related to the text(s) set<sup>4</sup>.

#### 4.1 The text

- The total length of the text(s) should not exceed 400 words;
- The lines must be numbered in fives;
- The level of difficulty of the text(s) should be average and the content consistent with the standard of attainment expected at the end of year 5, as laid down in the syllabuses;

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<sup>4</sup> This allows a wide range of questions, leading to discursive writing and to creative writing. Thus, a more imaginative approach to the language (e.g. creation of a dialogue), a more subjective reaction to information and events (e.g. letter of the 'letters to the editor' type, report) or an expression of personal experience and aspirations (e.g. personal letter) can all be subjects for creative text production. The aim is the production of a text which is coherent in both form and content.

- In principle, all types of texts which conform to standard modern usage and language may be set. Extracts from texts should be introduced by a short paragraph establishing a meaningful context;
- The text(s) must have not been studied in class.

#### 4.2 Types of questions

The examination consists of 5-7 exercises in the form of questions or instructions closely related to the text(s). The list of exercises may not include any decontextualized lexical or grammatical questions or any multiple choice questions.

The 5-7 exercises should be allocated to the two parts of the paper as follows:

**Part I:** Comprehension 4-6 exercises;

**Part II:** Personal production

(either personal evaluation of the text(s) or writing of a personal text)

2 exercises - of which the pupil must choose one.

### 5 Material aids

The use of a monolingual dictionary is permitted. This implies that pupils will have become familiar with its use at least from the beginning of year 5 and that they will have been given the opportunity to practise using it while being taught L II and in Geography, History and Economics lessons.

Annotations concerning words or expressions which cannot be worked out by the pupil with the help of the monolingual dictionary may also be provided in the foreign language.

A text or texts requiring more than six annotations to make it/them understandable are not suitable.

The following dictionaries are allowed:

For English: Oxford Advanced Learner's Dictionary, Collins Cobuild

For French: *Petit Robert*, *Petit Larousse illustré*

For German: *Wahrig Deutsches Wörterbuch*, *Langenscheidt Grosswörterbuch (Deutsch als Fremdsprache)*

## 6 **Marking**

Marks for each of the two parts of the paper will be allocated as follows:

Part I	Decoding	50%
Part II	Extrapolation	50%
<b>Total</b>		<b>100%</b>

These percentages will appear on the examination paper.

Scripts will be marked with reference to performance in the two assessment areas, namely language and content, linguistic competence (i.e. correct use of language and quality of expression) being slightly more important than content.

# ANNEX III

## LANGUAGE 3 WRITTEN EXAMINATION

### HARMONISED ASSESSMENT) updated in accordance with the new common syllabus for all Languages 3, ref.: 2010-D-49)

1. **Syllabus for the examination**

The examination is based on the syllabus of both years 4 + 5.

The level of attainment at the end of cycle 2 is benchmarked against the reference levels A 2+ of the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*.

2. **Length of the examination**

The examination lasts for two periods.

3. **Objective of the examination**

The examination will reflect the learning objectives of the syllabus for years 4 + 5 and will assess the relevant competences.

4. **Form of the examination**

The examination will be made up of two parts:

- a) reading comprehension and
- b) written production task

These two parts are not linked.

**Part I:**

Students answer 5-6 questions on either a literary or non-literary text. The questions refer to the main ideas and relevant details in the text.

The total length of the text should be about 400 words.

**Part II:**

Students complete a written production task. This could consist of either a personal letter, or a simple coherent text on topics concerning everyday matters.

5. **Material aids**

The use of a monolingual dictionary is permitted. This implies that pupils will have become familiar with its use at least from the beginning of year 5 and that they will have been given the opportunity to practice using it while being taught L III.

Not more than 6 annotations concerning unfamiliar words will be provided.

6. **Assessment**

Part 1 and part 2 are of equal weighting (50% each) with an equal number of points allocated to each part.

- The text(s) must have not been studied in class.

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## ANNEX IV

### **- 4-PERIOD MATHEMATICS WRITTEN EXAMINATION: HARMONISED ASSESSMENT**

**(updated in accordance with the new syllabuses for S5 – 2011-01-D-27)**

### **- 6-PERIOD MATHEMATICS WRITTEN EXAMINATION: HARMONISED ASSESSMENT**

**(updated in accordance with the new syllabuses for S5 – 2011-01-D-28)**

#### **1. Length of the examination**

*The length of the 4 weekly periods mathematics course examination will be two periods, breaking down into one period without the technological tool and one period with the technological tool.*

*The length of the 6 weekly periods mathematics course examination will be three periods, breaking down into one period without the technological tool and two periods with the technological tool.*

#### **2. Subject matter covered by the examination**

In each School the teachers concerned will determine by common consent for year 5 the parts of the syllabus to be covered during the first and second semesters respectively, on the basis of the structuring of the syllabuses decided by the Board of Governors and used in the new presentation of the syllabuses currently in force.

The examination will be based on the year 5 syllabus, whilst also testing knowledge and skills acquired previously. The subject matter to will be that of the parts of the syllabus determined by the teachers for the second semester of year 5.

#### **3. Nature of the examination**

In order to meet the objectives of Harmonised Assessment, it will be up to the teachers concerned in each School to determine by common assent the nature of ***the examination without a technological tool and the nature of the examination with a technological tool***. As harmonisation must take place within the Schools it is up to the teachers to determine:

1. the number of questions,
2. the allocation of marks per question,
3. the number of subquestions per question,
4. the detailed marking scheme for each question,
5. the type of question.

However, the following criteria must be met in designing the harmonised examinations:

1. The examination papers are identical for all pupils in all the language sections in the School.
2. The examination papers will not include a choice of questions.

3. The questions selected may not be restricted to a specific aspect of the syllabus selected but will need to enable the pupil's knowledge of and skills in the subject matter selected for the examination to be tested.
4. ***The questions for the examination without a technological tool may only call on the knowledge and skills of which details are given in the second column of the syllabuses.***
5. ***The questions for the examination with a technological tool may only call on the knowledge and skills of which details are given in the second and third columns of the syllabuses.***
6. The scope of the examination paper must be geared to the length of the examination and allow pupils to write out their answers neatly.
7. The proposals selected will be the result of the combined ideas of the various teachers concerned and the drafting should be carried out under their joint responsibility.
8. The examination questions are secret and may not be divulged in any way.

#### **4. Material aids permitted**

***For the part without a technological tool, the use of any tool or any other material aid will not be permitted.***

***Only the technological tool determined by the decision of the Board of Governors on the subject may be used for the part of the examination with a technological tool.***

***Under no circumstances will use of a mathematical formula be permitted.***

#### **5. Correction criteria**

1. ***For each course, correction criteria must be established jointly by all the teachers concerned and followed by those teachers.***
2. Papers will be marked out of 100. However, the final mark must be expressed in whole marks or in half-marks.
3. The method used and the presentation will both be taken into account in marking.

# ANNEX V

## **GEOGRAPHY: HARMONISED ASSESSMENT (95-D-148)**

### **1. Length of the examination**

The length of the examination is two periods.

### **2. Subject matter to be prepared for the examination**

In each School the teachers concerned will determine by common assent for the 5th year the parts of the syllabus to be covered in the first and second semesters respectively. The written examinations will be based on the 5th year syllabus, although they will also test knowledge and skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus fixed by the teachers for the second semester of 5th year. The questions will be based on the sources chosen.

### **3. Nature of the examination**

The examination is of the same type and same level for all language sections.

### **4. Correction criteria**

The number of marks allotted to each question is indicated on the examination paper.

## ANNEX VI

### **WRITTEN EXAMINATION IN CHEMISTRY: HARMONISED ASSESSMENT (95-D-148)**

#### **1. Length of the examination**

The length of the examination is two periods.

#### **2. Subject matter to be prepared for the examination**

In each School the teachers concerned will determine by common assent for the fifth year the parts of the syllabus to be covered in the first and second semesters respectively, taking as their basis the syllabus layouts decided by the Board of Governors and used in the new presentation of the syllabuses currently in force.

The written examinations will be based on the 5th year syllabus, although they will also test knowledge and skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus determined by the teachers for the second semester of the 5th year and the questions will be on the points delimited by the syllabus in the second column entitled: '**Contents**'.

#### **3. Nature of the examination**

In order to meet the objectives of harmonised assessment, it will be up to the teachers concerned in each School to determine the nature of the examination by common assent. As harmonisation must take place within the Schools it is up to the teachers to determine:

- a. the number of questions,
- b. the allocation of marks per question,
- c. the number of subdivisions per question,
- d. the detailed marking scheme for each question,
- e. the type of question.

However, the following criteria must be met in designing the harmonised examinations:

9. The examination papers are identical for all pupils in all the language sections in the School.
10. The examination papers will not comprise a choice of questions.

3. The questions selected may not be restricted to a specific aspect of the syllabus selected but should enable the pupil's knowledge of and skills in the subject matter selected for the examination to be tested.
4. The questions may only call on the techniques and knowledge of which details are given in the second column entitled 'Contents' of the parts of the syllabus selected for the examination.
5. The scope of the examination paper must be geared to the length of the examination and allow pupils to write out their answers neatly.
6. The proposals selected will be the result of the combined ideas of the various teachers concerned and the drafting should be carried out under their joint responsibility.
7. The examination questions are secret and may not be divulged in any way.

#### **4. Material aids permitted**

A calculator complying with the provisions in force for the mathematics and science examinations in the European Baccalaureate.

No mathematical formulas.

#### **5. Correction criteria**

1. A model answer sheet and a detailed marking scheme, produced before the start of the examinations, will be distributed to each teacher.
2. Papers will be marked out of 100. However, the final mark must be expressed in whole marks or in half-marks.
3. The method used and the presentation will both be taken into account in marking.

## ANNEX VII

### **WRITTEN EXAMINATION IN PHYSICS: HARMONISED ASSESSMENT (95-D-148)**

#### **1. Length of the examination**

The length of the examination is two periods.

#### **2. Subject matter to be prepared for the examination**

In each School the teachers concerned will determine by common assent for the fifth year the parts of the syllabus to be covered in the first and second semesters respectively, taking as their basis the syllabus layouts decided by the Board of Governors and used in the new presentation of the syllabuses currently in force.

The written examinations will be based on the 5th year syllabus, although they will also test knowledge and skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus determined by the teachers for the second semester of the 5th year and the questions will be on the points delimited by the syllabus in the second column entitled: '**Contents**'.

#### **3. Nature of the examination**

In order to meet the objectives of harmonised assessment, it will be up to the teachers concerned in each School to determine the nature of the examination by common assent. As harmonisation must take place within the Schools it is up to the teachers to determine:

- a. the number of questions,
- b. the allocation of marks per question,
- c. the number of subdivisions per question,
- d. the detailed marking scheme for each question,
- e. the type of question.

However, the following criteria must be met in designing the harmonised examinations:

1. The examination papers are identical for all pupils in all the language sections in the School.
2. The examination papers will not comprise a choice of questions.

3. The questions selected may not be restricted to a specific aspect of the syllabus selected but should enable the pupil's knowledge of and skills in the subject matter selected for the examination to be tested.
4. The questions may only call on the techniques and knowledge of which details are given in the second column entitled 'Contents' of the parts of the syllabus selected for the examination.
5. The scope of the examination paper must be geared to the length of the examination and allow pupils to write out their answers neatly.
6. The proposals selected will be the result of the combined ideas of the various teachers concerned and the drafting should be carried out under their joint responsibility.
7. The examination questions are secret and may not be divulged in any way.

#### **4. Material aids permitted**

A calculator complying with the provisions in force for the mathematics and science examinations in the European Baccalaureate.

No mathematical formulas.

#### **5. Correction criteria**

1. A model answer sheet and a detailed marking scheme, produced before the start of the examinations, will be distributed to each teacher.
2. Papers will be marked out of 100. However, the final mark must be expressed in whole marks or in half-marks.
3. The method used and the presentation will both be taken into account in marking.

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# ANNEX VIII

## **WRITTEN EXAMINATION IN BIOLOGY: HARMONISED ASSESSMENT (95-D-148)**

### **1. Length of the examination**

The length of the examination is two periods.

### **2. Subject matter to be prepared for the examination**

In each School the teachers concerned will determine by common assent for the fifth year the parts of the syllabus to be covered in the first and second semesters respectively, taking as their basis the syllabus layouts decided by the Board of Governors and used in the new presentation of the syllabuses currently in force.

The written examinations will be based on the 5th year syllabus, although they will also test knowledge and skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus determined by the teachers for the second semester of the 5th year and the questions will be on the points delimited by the syllabus in the second column entitled: '**Contents**'.

### **3. Nature of the examination**

In order to meet the objectives of harmonised assessment, it will be up to the teachers concerned in each School to determine the nature of the examination by common assent. As harmonisation must take place within the Schools it is up to the teachers to determine:

- a. the number of questions,
- b. the allocation of marks per question,
- c. the number of subdivisions per question,
- d. the detailed marking scheme for each question,
- e. the type of question.

However, the following criteria must be met in designing the harmonised examinations:

1. The examination papers are identical for all pupils in all the language sections in the School.
2. The examination papers will not comprise a choice of questions.

3. The questions selected may not be restricted to a specific aspect of the syllabus selected but should enable the pupil's knowledge of and skills in the subject matter selected for the examination to be tested.
4. The questions may only call on the techniques and knowledge of which details are given in the second column entitled 'Contents' of the parts of the syllabus selected for the examination.
5. The scope of the examination paper must be geared to the length of the examination and allow pupils to write out their answers neatly.
6. The proposals selected will be the result of the combined ideas of the various teachers concerned and the drafting should be carried out under their joint responsibility.
7. The examination questions are secret and may not be divulged in any way.

#### **4. Material aids permitted**

A calculator complying with the provisions in force for the mathematics and science examinations in the European Baccalaureate.

No mathematical formulas.

#### **5. Correction criteria**

1. A model answer sheet and a detailed marking scheme, produced before the start of the examinations, will be distributed to each teacher.
2. Papers will be marked out of 100. However, the final mark must be expressed in whole marks or in half-marks.
3. The method used and the presentation will both be taken into account in marking.

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# ANNEX IX

## **HISTORY HARMONISED ASSESSMENT (updated in accordance with the History syllabus 4th & 5th years, ref.: 2005-D-3610)**

### **1. Length of the examination**

The length of the examination is two periods.

### **2. Subject matter to be prepared for the examination**

In each school the teachers concerned will determine by common agreement for the 5th year the parts of the syllabus to be covered in the first and second semesters respectively. The written examinations will be based on the 5th year syllabus, although they will also test skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus fixed by the teachers for the second semester of 5th year.

### **3. Nature of the examination**

The examination has questions on the same topics, which assess the same skills and which are set at the same level in the three working languages, .

There are two sections to the examination of approximately one period each:

- a) Source Analysis
- b) Structured Written Response

#### a) Source Analysis:

A maximum of four sources should be used, including at least one non-written source, and no more than approximately 500 words in total.

Questions should assess students' skills of source analysis and should increase progressively in difficulty, moving from comprehension to analysis.

#### b) Structured Written Response:

This section assesses the students' skills of relevant knowledge selection, understanding and explanation in a structured response.

### **4. Correction criteria**

Equal marks are allocated to each of the two sections. Higher marks should be awarded for the more demanding skills.

The number of marks allotted to each question is indicated on the examination paper.

## ANNEX X (3512-D-97)

European School:  
 Pupil's name:  
 Nationality:  
 Language section:  
 Date of birth:

COMPULSORY SUBJECTS		Harmonised written examination	Final mark
Language 1	4 p/week	1	
Language 2	3 p/week	1	
Mathematics	4 p/week or 6 p/week	1	
-----	-----		-----
History in Language 2	2 p/week	1	
Geography in Language 2	2 p/week	1	
Language 3	3 p/week	1	
Biology	2 p/week	1	
Physics	2 p/week	1	
Chemistry	2 p/week	1	
Physical Education	2 p/week		
Religion/Ethics	1 p/week	2	2
<b>OPTIONS</b>			
Latin	4 p/week		
Ancient Greek	4 p/week		
Language 4 or ONL	4 p/week		
Economics in Language 2	4 p/week		
Art	2 p/week		
Music	2 p/week		
ICT	2 p/week		

1. Each box shows the subjects in which the pupil took a harmonised examination at the end of the school year.
2. Religion/Ethics is a compulsory subject but in view of its special status, the marks achieved in this subject are not shown.

Date

The Director

The class teacher

## ANNEX XI (3512-D-97)

### MARKING SCALE

<b>Definitions of the grades</b>	<b>Marks</b>
The performance meets the requirements of the subject and the question particularly adequately. The mark 10 does not mean that the performance is flawless but it does denote a performance which is outstanding in all respects.	<b>9-10</b>
The performance fully meets the requirements of the subject and the question.	<b>8-8.9</b>
The performance generally meets the requirements of the subject and the question.	<b>7-7.9</b>
The performance does show weaknesses but still meets the requirements of the subject and the question on the whole.	<b>6-6.9</b>
The performance does not meet the requirements of the subject and the question but shows that the necessary basic knowledge exists and that the weaknesses can be remedied in the foreseeable future.	<b>4-5.9</b>
The performance does not meet the requirements of the subject and the question, the basic knowledge being so sketchy that the weaknesses can be remedied only in the comparatively distant future.	<b>2-3.9</b>
The performance does not meet the requirements of the subject and the question, the basic knowledge being so sketchy that the weaknesses cannot be remedied in the foreseeable future.	<b>0.1-1.9</b>
This assessment will be given in the event of a blank or unacceptable script, of the absence of an answer or of a practical project or of cheating.	<b>0</b>