

L111: Matrix

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

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

L111: Sample Paper Matrix

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

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

ENGLISH LANGUAGE III

**NEW MARKING SYSTEM
SAMPLE PAPER**

Date: dd / mm / yyyy

Length of the examination: 3 hours (180 minutes)

Permitted Equipment: None

There are three parts to this examination:

- **Reading Comprehension**
- **Written Production**
- **Understanding Literature**

Answer **all three parts**.
Use blue or black pen only.

IMPORTANT:

Part 1 must be answered on the yellow **answer sheet**.
Parts 2 and Part 3 must be answered on the paper provided.

Part 1 - Reading Comprehension

30 Points

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

Question A

What I'm really thinking: the school-trip teacher



When you wave off your child on her week away, don't wish me a nice holiday. I've been planning every detail of this trip for months, with a mixture of dread and resignation. For the week, I'll be your child's parent. I'll carry forms detailing what she can and can't eat, her medical history, her travel sickness pills and her EpiPen¹ in my backpack every minute of every day. In my head, I'll carry my worries and hopes for your child. Will she sleep or wake me at night, feeling homesick? How will she cope with sharing a room with others? Will she have that allergic reaction? Will I be able to keep her safe?

I'll lie awake at night thinking through strategies to keep her happy and engaged. I need to make sure I tweet a picture of her, so you see her looking happy while abseiling², or cooking, or doing something that proves the value of the trip you've paid for.

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

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

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

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

(282 words)

Adapted from an article by Anonymous
The Guardian, 22 April 2017

¹ EpiPen: an injector which can be used in the case of an extreme allergic reaction

² Abseiling: a sport which involves using a rope to climb down a rockface

Question B

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



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

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

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

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

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

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

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

(353 words)

Peter Walker, 28 April 2016

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

Part 2 – Written Production

40 points

Task A

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

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

Please write your answer on the lined sheets provided.

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

EITHER

1. A Disappointing Weekend Break

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

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

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

OR

2. Visit to the cinema

You went to the cinema recently.

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

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

**EUROPEAN BACCALAUREATE NEW MARKING SYSTEM
ENGLISH LANGUAGE III – SAMPLE PAPER**

Task B

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

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

Please write your answer on the lined sheets provided.

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

EITHER

1.

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

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

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

OR

2.

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

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

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

**EUROPEAN BACCALAUREATE NEW MARKING SYSTEM
ENGLISH LANGUAGE III – SAMPLE PAPER**

Part 3 – Understanding Literature

30 points

*Write an essay of approximately 300 words on **one** of the following questions.*

Number your answer clearly to show which question you have attempted, and refer closely to the text in your answer.

Please write your answer on the lined sheets provided.

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

EITHER

A.

***The Curious Incident of the Dog in the Night-Time*, Simon Stephens
(b. 1971), (London, 2012)**

Explain which character in the play interests you most.
Refer closely to the text in your answer.

OR

B.

***Of Mice and Men*, John Steinbeck
(b. 1902), (New York, 1937)**

Explain the importance of dreams to **one** of the characters in the novel.
Refer closely to the text in your answer.

Mod. EURSC-DACTYLO ©NEOPTEC

Surname / Nom :


Nachname :

Name / Prénom :

Vorname :

BAC ID : Date of birth / Né(e) le / /

Geburtsdatum : / /



Subject / Matière / Fach :

Language / Langue / Sprache : Exam date / Date de l'examen / Prüfungsdatum :

Instructions Use only capital letters and numbers in the ID box. Use only blue or black pen. Number each page / total pages. Turn in the sheets in order. No staples. Do not turn in rough paper.

Anleitung:

Utiliser uniquement des lettres majuscules et des chiffres dans la zone ID. Utiliser uniquement un stylo ou un stylo-bille bleu ou noir. Numéroter chaque page / nombre total de pages. Remettre les feuilles dans l'ordre. Pas d'agrafes. Ne pas rendre le papier brouillon.

Verwenden Sie nur Großbuchstaben und Zahlen im ID-Feld. Verwenden Sie nur einen blauen oder schwarzen Kugelschreiber. Geben Sie die Anzahl der Seiten / Gesamtseiten an. Geben Sie die Blätter in richtiger Reihenfolge ab. Keine Heftklammern. Kein Konzeptpapier abgeben.



ENGLISH LANGUAGE III

NEW MARKING SYSTEM

SAMPLE PAPER

Answer Sheet

Date: dd / mm / yyyy

Part 1 – Reading Comprehension

30 Points

Read the following texts and answer the questions below.

Question A
What I am really thinking: the school-trip teacher

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

concerns holiday involved serious reveal sleepless

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

3 points

EUROPEAN BACCALAUREATE SAMPLE PAPER
ENGLISH LIII

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

- | | | |
|---|---------------|-------|
| a) a strong feeling of fear or apprehension | (paragraph 1) | _____ |
| b) manage | (paragraph 1) | _____ |
| c) detailed plans for achieving success | (paragraph 2) | _____ |
| d) an incredible achievement | (paragraph 5) | _____ |

2 points

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

2 points

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

- a) The teacher is up all night checking Twitter.
- b) The teacher is thinking of ways to please and involve students.
- c) The teacher is worried that students might misbehave.
- d) The teacher is concerned about what parents will think.

1 point

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

- | | |
|--|-------|
| a) planning a school trip is a lot of work. | _____ |
| b) the school trip is free. | _____ |
| c) parents can see pictures of their children during the trip. | _____ |

3 points

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

- a) a lack of appreciation
- b) happiness
- c) anger
- d) worry

2 points

7. Who is the teacher addressing in this article?

- a) students
- b) parents
- c) colleagues
- d) the head of the school

1 point

**EUROPEAN BACCALAUREATE SAMPLE PAPER
ENGLISH LIII**

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

- a) The writer wishes to entertain the reader.
- b) The writer wishes to give information to the reader.
- c) The writer wishes to raise the reader's awareness.
- d) The writer wishes to complain.

1 point

Question B
Utrecht's cycling lessons for migrants:
'Riding a bike makes me feel more Dutch'

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

- a) definitely (paragraph 3)
- b) disadvantaged (paragraph 4)
- c) origin (paragraph 4)
- d) believes (paragraph 6)

2 points

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

- a) They teach them to cycle.
- b) They teach them Dutch.
- c) They teach them about Dutch culture.
- d) They teach them how to cook.

1 point

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

- a) daily
- b) once a week
- c) once a fortnight
- d) every month

1 point

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

- a) He believes that it helps women to feel part of the city.
- b) He believes that the group could do more to help immigrants.
- c) He believes that it gives some women greater freedom.
- d) He believes that the city should give greater support to the group.

1 point

**EUROPEAN BACCALAUREATE SAMPLE PAPER
ENGLISH LIII**

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

- a) Naima is a recently arrived immigrant.
- b) More than half of all journeys in Utrecht are made by bicycle.
- c) The programme is run by the government.

Question	True or False	Quotation
a)		
b)		
c)		

6 points

6. **Match** the following sub-titles to the **correct** paragraph by using the **numbers 1-6**. Write the paragraph number in the box provided.

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

3 points

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

- a) to inform us about transport in the Netherlands
- b) to inform us about the lives of immigrant women
- c) to encourage the people of Utrecht to use their bicycles
- d) to inform us about the integration of immigrant women

1 point

End of Reading Comprehension Questions

European Baccalaureate English Language III

NEW MARKING SYSTEM - SAMPLE PAPER: Marking Scheme

Question A

What I am really thinking: the school-trip teacher

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

concerns

holiday

involved

serious

reveal

sleepless

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

3 points

Award .5 points to a maximum of 3

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

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

dread

b) manage (paragraph 1)

cope

c) detailed plans for achieving success (paragraph 2)

strategies

d) an incredible achievement (paragraph 5)

miracle

2 points

Award .5 points to a maximum of 2

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

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

(ii) her/his medical history;

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

2 points

Award .5 point to a maximum of 2

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

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

1 point

Award 1 point

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

a) planning a school trip is a lot of work

b) the school trip is free.

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

True

False

True

3 points

Award 1 point to a maximum of 3

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

a) a lack of appreciation

d) worry

2 points

Award 1 point to a maximum of 2

7. Who is the teacher addressing in this article?

b) parents

1 point

Award 1 point

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

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

1 point

Award 1 point

Question B
Utrecht's cycling lessons for migrants: 'Riding a bike makes me feel more Dutch.'

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

- | | |
|--------------------------------|--------------------|
| a) definitely (paragraph 3) | <u>undoubtedly</u> |
| b) disadvantaged (paragraph 4) | <u>deprived</u> |
| c) origin (paragraph 4) | <u>descent</u> |
| d) believes (paragraph 6) | <u>contends</u> |

2 points

Award .5 point to a maximum of 2

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

- a) They teach them to cycle.

1 point

Award 1 point

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

- b) once a week

1 point

Award 1 point

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

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

1 point

Award 1 point

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

- a) Naima is a recently arrived immigrant.
- b) More than half of all journeys in Utrecht are made by bicycle
- c) The programme is run by the government.

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

6 points

Award .5 to a maximum of 6

6. **Match** the following sub-titles to the **correct** paragraph by using the **numbers 1-6**. Write the paragraph number in the box provided.

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

3 points

Award .5 to a maximum of 3

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

d) to inform us about the integration of immigrant women

1 point

Award 1 point

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

Aspect for Judgement	11-12	9-10	8	7	6	4-5	0-3
<p>Content</p> <p>Requirements of Task Fulfilled</p> <p>Coherence/development of thoughts & ideas</p>	<p>Requirements of task excellently & fully met</p> <p>Excellent evidence of coherence /development of thoughts & ideas</p>	<p>Requirements of task very well and fully met</p> <p>Very good evidence of coherence /development of thoughts & ideas</p>	<p>Requirements of task well met</p> <p>Good evidence of coherence /development of thoughts & ideas</p>	<p>Requirements of task satisfactorily met</p> <p>Satisfactory evidence of coherence /development of thoughts & ideas</p>	<p>Requirements of task sufficiently met</p> <p>Sufficient evidence of coherence /development of thoughts & ideas</p>	<p>Requirements of task insufficiently met</p> <p>Related insufficient evidence of coherence /development of thoughts & ideas</p>	<p>Requirements of task not met</p> <p>No evidence therefore of coherence /development of thoughts & ideas</p>
<p>Organisation</p> <p>Structure (Introduction – development – conclusion)</p> <p>Cohesion between sentences and between paragraphs</p> <p>Conventions of text type respected (layout, addressee taken into account, register etc.,)</p>	<p>Answer excellently structured demonstrating very skilful cohesion between sentences & paragraphs with conventions of text type fully & excellently met.</p>	<p>Answer very well structured demonstrating skilful cohesion between sentences & paragraphs with conventions of text type very well met.</p>	<p>Answer well structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type well met.</p>	<p>Answer satisfactorily structured demonstrating clear cohesion between sentences & paragraphs with conventions of text type well met.</p>	<p>Answer sufficiently well structured demonstrating some cohesion between sentences & paragraphs with conventions of text type fairly well met.</p>	<p>Answer insufficiently well structured demonstrating insufficient cohesion between sentences & paragraphs with conventions of text type insufficiently met.</p>	<p>Answer shows no evidence of structure; a related lack of cohesion between sentences & paragraphs & no evidence of the respecting of text type.</p>
<p>Accuracy</p>	<p>An excellent level of accuracy of</p>	<p>A very good level of accuracy of vocabulary,</p>	<p>A good level of accuracy of vocabulary,</p>	<p>A satisfactory level of accuracy of vocabulary,</p>	<p>A sufficient level of accuracy of</p>	<p>An insufficient level of accuracy of</p>	<p>No evidence of any accuracy of vocabulary,</p>

Vocabulary	vocabulary, spelling & grammar	spelling & grammar	spelling & grammar	spelling & grammar	vocabulary, spelling & grammar	vocabulary, spelling & grammar	spelling & grammar
Spelling	Hardly any errors	Occasional errors	Very few errors	Few errors	Some errors	Quite a number of errors	Many errors
Grammar/syntax							
Style/Expression	4	3	2	1	0		
Range of vocabulary & Structures	Excellent to very good use of a wide range of vocabulary & structures	Good to satisfactory use of quite a range of vocabulary & structures	Sufficient use of some range of vocabulary & structures	Weak use of a limited range of vocabulary & structures	No evidence of any range of vocabulary & structures		
Readability	Most readable	Quite readable	Fairly readable	Insufficiently readable	Largely unreadable		

Part 3: Rubric for Understanding Literature - Total 30

Aspect for Judgement	14-15	12-13	10-11	8-9	7	4-6	0-3
Content Requirements of task fulfilled Knowledge of Content (main ideas, themes characters, composition of set book)	Requirements of task excellently & fully met demonstrating excellent textual knowledge	Requirements of task very well met demonstrating very good textual knowledge	Requirements of task well met demonstrating good textual knowledge	Requirements of task satisfactorily met demonstrating satisfactory textual knowledge	Requirements of task sufficiently met demonstrating sufficient textual knowledge	Requirements of task insufficiently met demonstrating insufficient textual knowledge	Requirements of task not met demonstrating no textual knowledge
	9	8	7	6	5	3-4	0-2
Personal Response Personal viewpoint Relevant arguments	Excellent expression of personal viewpoint making excellent use of relevant arguments	Very good expression of personal viewpoint making very good use of relevant arguments	Good expression of personal viewpoint making good use of relevant arguments	Satisfactory expression of personal viewpoint making satisfactory use of relevant arguments	Sufficient expression of personal viewpoint making sufficient use of relevant arguments	Insufficient expression of personal viewpoint making insufficient use of relevant arguments	No expression of personal viewpoint thus a related failure to use relevant arguments
	6	5	4		3	2	0-1
Writing Adequate use of language	Excellent use of language	Very good use of language	Good use of language	Satisfactory use of language	Sufficient use of language	Insufficient use of language	Use of language totally insufficient