

Connaissance du Monde (CdM)
Document d'accompagnement – Guidance for Assessment

- a. Type: oral assessment in English (presentation followed by discussion)
- b. Duration: 20 minutes, no preparation time
- c. Dates/assessment window: organised in candidates' own schools towards the end of Terminale (13th – 17th May 2024 mainland France; AEFE schools to advise ASIBA)
- d. Deadline for marks: 31st May
- e. Format: the assessment consists of a 10-minute presentation by the candidate of their individual project followed by a 10-minute discussion with the examiners. Both parts of the examination will take place in English.
- f. The examination will be conducted by two BFI section teachers: one must be a teacher of ACL in the section language concerned; the other may be from another subject department (e.g. history-geography) taught in the section language. Both examiners **must** be able to assess the students in English (C1/C2). **Where possible, teachers should not examine their own students; teachers must not examine any students they have taught CdM in Terminale. ASIBA will assign examiners to schools who are unable to field sufficient examiners; in such cases, one of the examiners may attend online.** For schools outside mainland France, the two examiners may work remotely if the school cannot provide any eligible examiners. **Please see** the appendices in the current handbook **for the relevant** examination **protocols**.
- g. The candidate's presentation will explain the research processes the student has been through. This will include:
 - i. Explaining the choice of research question, and how it links to the CdM syllabus
 - ii. Explaining the approach and methodology
 - iii. Evaluating and analysing sources of information and perspectives, including engagement with the international partner
 - iv. Explaining the knowledge, understanding and skills acquired during the project and how it has impacted their learning, including intercultural awareness and values
- h. The presentation will be supported by either paper or digital resources prepared by the candidate in advance. Provision will be made for students to project digital resources during the presentation if required. If resources are prepared on paper, then copies will be provided by the candidate for themselves and each examiner. These support materials are not assessed in themselves; candidates are assessed on how they use them to enhance their presentation. The support materials may be material prepared by the candidate and/or research materials and could include:
 - i. Short texts or extracts from documents
 - ii. Images or photographs
 - iii. Graphs or charts
 - iv. Maps
- i. After a maximum of 10 minutes' presentation, the examiners will lead a discussion with the candidate for the remaining time. The purpose of the discussion is to provide the candidate with opportunities to deepen or clarify certain points raised during the presentation and provide further evidence of what they have learned during the research process. Examiners should focus on the process the candidate has been through, the commitment it has involved, and the contribution made by their engagement with their international partner.
- j. A final summative assessment will take place using the Key Point descriptors below. The final mark will be agreed upon through discussion by the examiners at the end of the oral examination.
- k. Marks will be recorded on the *fiche d'évaluation* by circling a mark in each column of the rubric. One phrase from each of the three columns of the *fiche d'évaluation* can be added to the *appréciation générale* section to justify the mark awarded.
- l. Marks should be uploaded to the ASIBA online database by 31st May to enable oversight by the British inspectors.
- m. Assistant Moderators and/or inspectors may attend CdM orals in the same way as they do the other BFI orals and schools will be notified as appropriate.

Appendix 4a: Fiche d'évaluation pour l'oral de connaissance du monde

Langue de la section :

Session :

Académie:

Nom de l'élève :

Prénom de l'élève :

Nom de l'établissement :

Ville :

Pour chacune des trois colonnes, placer la prestation du candidat à l'un des degrés de réussite (degrés 1, 2, 3 et 4) et attribuer à cette prestation le nombre de points indiqué sans le fractionner en décimales.

	Rendre compte de son projet		Rendre compte de son engagement		Communiquer à l'oral	
Degré 4	Rend compte de son projet de façon efficace et convaincante. Problématique pertinente en lien explicite avec au moins un des portails thématiques. Connaissances maîtrisées et utilisées à bon escient de manière autonome. Analyse fine qui intègre la dimension interculturelle.	6 pts	Rend compte avec conviction d'un engagement personnel. Donne du sens à la démarche suivie et aux choix opérés, qui attestent d'un esprit critique entraîné et développé. Analyse finement la plus-value de ce projet partenarial dans son parcours de formation, notamment en matière de développement de valeurs humanistes et citoyennes.	6 pts	S'exprime avec aisance et spontanéité. Vocabulaire et syntaxe adaptés à l'expression d'une pensée nuancée. Bonne maîtrise phonologique. Interaction riche. Peut intervenir dans la construction de l'échange de façon naturelle. L'utilisation du support apporte une plus-value à la prestation.	8 pts
Degré 3	Rend compte de son projet de façon structurée et claire. Projet en lien avec au moins un des portails thématiques. La problématique est cohérente. Connaissances précises parfois mobilisées par les relances du jury. Analyse correcte qui s'appuie sur des références et des aspects interculturels.	4 à 5 pts	Témoigne d'un engagement réel. Sait expliquer de façon structurée et lisible la démarche suivie et les choix opérés, qui témoignent de la capacité à exercer son esprit critique. Sait identifier ce qu'il retire du projet partenarial dans son parcours de formation, notamment en matière de développement de valeurs humanistes et citoyennes, avec éventuellement quelques relances du jury.	4 à 5 pts	S'exprime de façon fluide. Peut utiliser une langue correcte, même dans des énoncés assez longs. Le vocabulaire est précis. Bonne maîtrise phonologique. Répond et réagit clairement, en reformulant si besoin, même dans des situations non anticipées. L'utilisation du support apporte un éclairage intéressant.	5 à 7 pts
Degré 2	Rend compte de son projet de façon relativement claire. Problématique correctement définie. Tentative de mise en perspective avec au moins un des portails thématiques. Connaissances réelles mais l'aide du jury est nécessaire pour les mobiliser. Analyse globalement correcte. Quelques références interculturelles.	3 pts	Rend compte d'une implication suivie. Présente simplement la démarche adoptée et les choix opérés, sans faire toujours preuve d'esprit critique. Est capable d'identifier des bénéfices que ce projet partenarial lui a apportés, avec l'aide du jury, mais le lien avec le développement de valeurs humanistes et citoyennes n'est pas toujours clairement établi.	3 pts	S'exprime de façon claire et détaillée, même si le discours est parfois simple. Utilise un vocabulaire exact dans des situations prévisibles malgré quelques hésitations. Maîtrise phonologique globalement correcte, malgré quelques erreurs. Répond et réagit de façon simple. Le support est utilisé de façon redondante avec le propos.	3 à 4 pts
Degré 1	Rend compte de son projet de façon parfois confuse. La structure peut être lacunaire. Faible mise en perspective avec le portail thématique choisi. Connaissances imprécises. Difficulté à les mobiliser malgré les relances. Analyse simple qui ne prend pas suffisamment en compte la dimension interculturelle.	2 pts	La présentation de la démarche suivie est imprécise et les choix opérés ne sont pas toujours justifiés. Ils relèvent parfois davantage de l'opinion commune que de l'appropriation personnelle. Difficulté à identifier la plus-value de ce projet partenarial dans son parcours de formation, notamment en matière de développement de valeurs humanistes et citoyennes, malgré les relances du jury.	2pts	Discours intelligible mais ponctué de pauses plus ou moins longues. Vocabulaire limité qui peut conduire à des répétitions et prononciation souvent incorrecte. Interaction limitée. Les échanges sont courts. Le candidat ne parvient pas à se détacher du support pour entrer dans la communication.	2 pts
	Note A	/ 6	Note B	/ 6	Note C	

Appréciation générale :

Note :

/ 20

Date de l'évaluation :

Nom, prénom et signature des examinateurs :

Appendix 4b: Key Point Descriptors (*Connaissance du Monde* (CdM))

Dear Examiners,

This guide (*document d'accompagnement*), has been produced to assist you in evaluating students' performance in the *Connaissance du Monde* module and should be used alongside the *fiche d'évaluation*. By elucidating the French criteria in English, we aim to ensure fair and consistent assessment across all schools, year-on-year.

Note: The Key Point descriptors below describe typical features of work at each Key Point. It is not expected that all the listed features of a given Key Point should be present in order for it to qualify for a mark within that Key Point. For example, an answer may exhibit some features that suggest Key Point **17** and others that suggest Key Point **14**; its qualities should be balanced and it should be awarded the Key Point that offers the 'best fit'.

Very Good: 17-20 or Key Point 17

Candidates present a clearly-defined and focused research question that specifically addresses one or more key themes of *Connaissance du Monde*. There is evidence of extensive and detailed research, covering a wide range of relevant resources. Candidates offer a well-considered evaluation of the strengths and limitations of their engagement with an international partner along with a sophisticated evaluation of the impact of the project in developing their own learning, personal perspectives, and values. They exhibit highly effective research skills, displaying very good use of research methods, including a well-considered critical evaluation of source material. Candidates also offer a sophisticated critical evaluation of perspectives and the evidence on which they are based, demonstrating strong intercultural awareness and understanding. English is used expressively, subtly, and precisely, allowing natural and flexible interaction with examiners. Candidates produce very well-devised and structured presentations with highly effective delivery and well-directed supporting material. They provide detailed and well-developed responses to questions and offer convincing and well-substantiated judgments.

Good: 14-16 or Key Point 14

Candidates present a well-defined research question that addresses one or more key themes of *Connaissance du Monde*. There is evidence of good research, covering a range of relevant resources. Candidates engage in thoughtful reflection on the strengths and limitations of their engagement with an international partner, offering thoughtful analysis of the impact of the project in developing their own learning, personal perspectives, and values. They demonstrate effective research skills with a good use of research methods, including thoughtful analysis and evaluation of source material. They also engage in thoughtful analysis of perspectives and the evidence on which they are based, demonstrating clear intercultural awareness and understanding. English is used securely and effectively, allowing for flexible and precise communication. Candidates deliver well-devised and structured presentations with effective delivery and use of relevant supporting material. They provide thoughtful and developed responses to questions and offer considered and well-substantiated judgments.

Satisfactory: 10-13 or Key Point 11

Candidates present a reasonably well-defined research question that relates to one or more key themes of Connaissance du Monde. There is evidence of some research, covering a satisfactory range of resources. Candidates engage in some informed reflection on the strengths and limitations of their engagement with an international partner along with some analysis of the impact of the project in developing their own learning, personal perspectives, and values. They demonstrate some evidence of appropriate research skills, with satisfactory use of research methods, including some sound analysis of source material. They also engage in some analysis of perspectives and the evidence on which they are based, demonstrating some intercultural awareness and understanding. English is generally clear, enabling candidates to convey basic ideas and permitting some purposeful interaction. Candidates maintain a simple but clear presentational structure and delivery, with some appropriate use of supporting material. They demonstrate some ability to frame responses to questions and offer some judgments.

Weak: 0-9 or Key Point 8

Candidates present a vague research question that only partially relates to one or more key themes of Connaissance du Monde. Candidates present limited evidence of research. They offer limited reflection on the strengths and limitations of their engagement with an international partner. They provide limited analysis of the impact of the project in developing their own learning, personal perspectives, and values. They demonstrate basic research skills, with basic use of research methods, including limited analysis of source material. They provide limited analysis of perspectives and the evidence on which they are based, with limited intercultural awareness and understanding. Candidates use English that may impede communication and limit interaction, with control of language inhibiting clear communication of ideas. They produce poorly devised and structured presentations with poor delivery and limited use of supporting material. They provide limited responses to most questions and offer very limited judgments, often consisting of assertions.

Student Version

Very Good

- In your research, you excel. Your research question is precise and directly pertains to Connaissance du Monde's key themes.
- Your commitment is exceptional. You've conducted extensive and comprehensive research, covering a wide spectrum of relevant resources. Your assessment of your engagement with an international partner is thoughtful, addressing both strengths and limitations. Moreover, your evaluation of the impact of the project on your personal development, learning, and perspectives is sophisticated.
- Your research skills are highly effective, and you demonstrate proficiency in employing research methods, as well as astute critical evaluation of source material. Your ability to critically evaluate perspectives and their supporting evidence is sophisticated, and you exhibit a strong grasp of intercultural nuances.
- In terms of oral communication, you are highly skilled. Your presentations are meticulously structured and delivered with precision, complemented by well-directed supporting material. Your responses to questions are detailed and well-developed, and you offer convincing, well-substantiated judgments. Your use of English is both expressive and precise, enabling natural and flexible interactions with examiners.

Good

- Your research is commendable. Your research question aligns effectively with Connaissance du Monde's key themes.
- Your commitment is evident. You've conducted thorough research, encompassing a range of relevant resources. Your reflection on your engagement with an international partner is thoughtful, acknowledging both strengths and limitations. Your analysis of the project's impact on your personal development, learning, and perspectives is well-considered.
- You exhibit effective research skills and a good grasp of research methods, demonstrating thoughtful analysis and evaluation of source material. You also display a commendable ability to analyse different perspectives and their underlying evidence, showcasing clear awareness of intercultural nuances.
- In oral communication, you perform admirably. Your presentations are well-structured and delivered effectively, complemented by pertinent supporting material. You respond thoughtfully to questions and provide considered, well-substantiated judgments. Your use of English is secure and effective, allowing for both flexibility and precision in communication.

Satisfactory

- Your research is on the right track. Your research question relates reasonably well to Connaissance du Monde's key themes.
- Your commitment is apparent. You've conducted some research, covering a satisfactory range of resources. You make efforts to reflect on your engagement with an international partner, acknowledging some strengths and limitations. Your analysis of the project's impact on your personal development, learning, and perspectives is promising.
- You demonstrate some evidence of effective research skills and satisfactory use of research methods, along with some sound analysis of source material. You're also beginning to analyse different perspectives and their supporting evidence, displaying some awareness of intercultural aspects.
- In oral communication, you're making progress. Your presentations have a simple yet clear structure, and your delivery is satisfactory, complemented by suitable supporting material. Your responses to questions are limited but are starting to take shape, and you offer some judgments. Your use of English is generally clear, conveying basic ideas and allowing for purposeful interaction.

Weak

- Your research question requires more focus to align with Connaissance du Monde's themes.
- Your commitment has room for growth. Your research coverage is somewhat limited in scope. Your reflection on your engagement with your international partner is minimal, and your analysis of the project's impact on your personal development, learning, and perspectives is not very apparent.
- Your research skills are at a foundational level, with basic use of research methods and limited analysis of source material. Your exploration of different perspectives and their supporting evidence is limited, and your intercultural awareness is in the early stages.
- Your oral communication is basic. Your presentations lack complexity in structure and supporting material. Responses to questions are limited, and forming judgments is a challenge. Your use of English may pose some communication hurdles, but you're making efforts to express fundamental ideas.

Please use these descriptors to assess your own performance in the Connaissance du Monde module. Remember that improvement is a journey, and with dedication and effort, you can further develop and excel in these areas. Best of luck!