



CONNAISSANCE
DU MONDE

cdm.
lifechanging



“Life throws challenges and every challenge comes with rainbows and lights to conquer it.”

– Amit Ray, *World Peace: The Voice of a Mountain Bird*



“The key to life is accepting challenges. Once someone stops doing this, he's dead.”

– Bette Davis



“The greater the obstacle, the more glory in overcoming it.”

– Molière



“Difficulties strengthen the mind, as labor does the body.”

– Lucius Annaeus Seneca



“I've got the key to my castle in the air, but whether I can unlock the door remains to be seen.”

– Louisa May Alcott, *Little Women*



“Don't handicap your children by making their lives easy.”

– Robert A. Heinlein



“Life is either a daring adventure or nothing at all.”

– Helen Keller, *The Open Door*



“We can choose to throw stones, to stumble on them, to climb over them, or to build with them.”

– William Arthur Ward

The Timeline – a bit of context

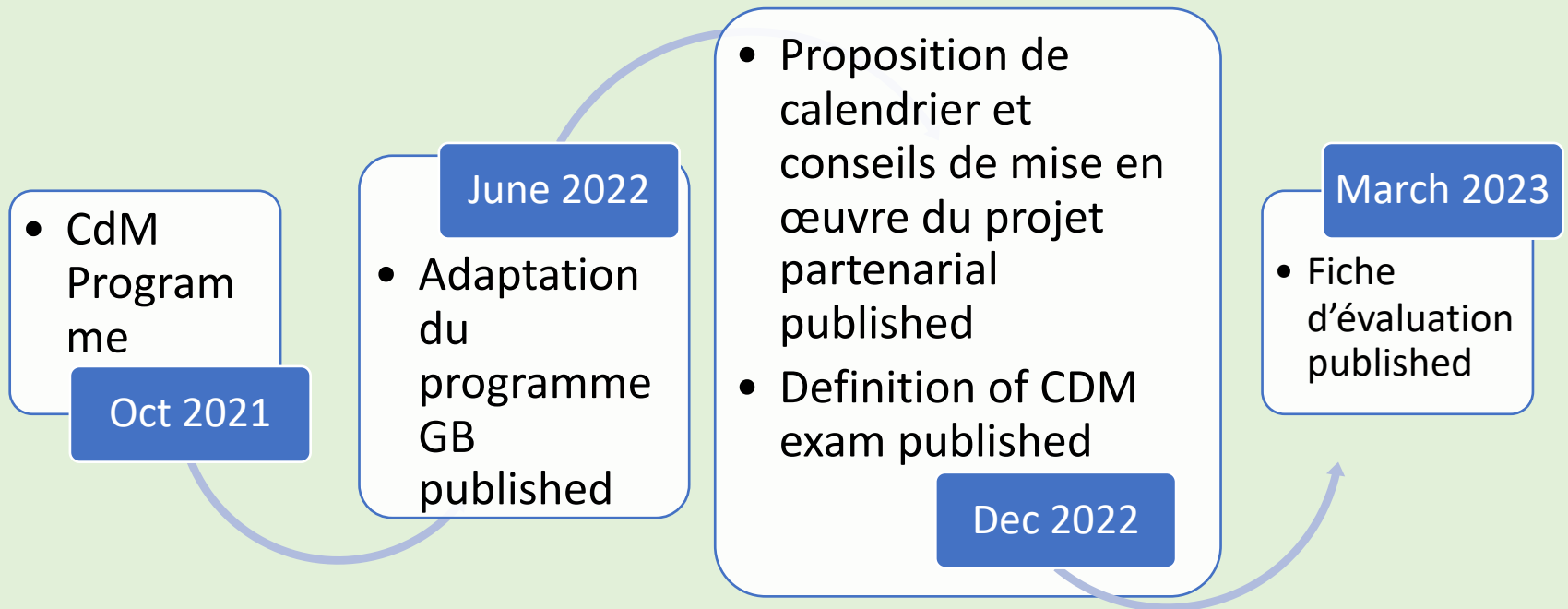


Tableau synoptique

Classe de première	
1er trimestre	Découverte de ce nouvel enseignement et identification d'un objet d'étude
2e trimestre	Recherche et choix du partenaire
3e trimestre	Travail avec le partenaire sur la construction d'un projet commun

Classe de terminale	
1er trimestre	Approfondissement et enrichissement de la réflexion par le partage et la médiation entre les différents acteurs
2e trimestre	Élaboration du support et mise en place de revues de projet
3e trimestre	Évaluation spécifique de contrôle continu

Assessment Rationale

- Oral
- Research Process – Skills
- Communication in English



Key Organisational Points

- 13th – 17th May
 - 20 Minutes – 10+10 – no preparation time
 - 2 Teachers – 1 x ACL and 1x Other (C1/C2 English)
 - Deadline for marks on ASIBA database: 31 May
- 
- The illustration depicts a large blue clock face as the central element. A person in an orange shirt is reaching up to adjust the clock's hands. To the left, there are stacks of gold coins and several interlocking gears in blue and yellow. Above the clock, a glowing yellow lightbulb is shown. To the right, a person in a blue shirt is standing next to a large blue clipboard with a checklist. In the background, there are various business-related icons: a bar chart, a pie chart, a bell icon, and a star. The overall theme is one of productivity, time management, and business operations.
- Teacher must not examine a student they have taught in Terminale for CdM
 - Avoid examining students you have taught in Terminale for any subject where possible
 - ASIBA will appoint where centres are struggling to find staff and overseas (hybrid or fully online – see Remote Oral Examination Protocols)
 - Online moderation may be organised as appropriate

Assessment

- 10 minutes Presentation
 - Support Document - Not Assessed
 - Digital presentation tools allowed
 - Notes? Prompts
 - (pre-professional experience!)
- 10 minutes discussion (Q&A)
 - Try to elicit evidence of higher Key Points
 - Process and skills orientated
- Assessment is holistic – the presentation and Q&A together



Assessment Criteria – Holistic

- Key Point descriptors
 - Teacher and Student Versions (AfL)
 - Developed along ACL principles
 - ACL teachers support colleagues
- Best-Fit Model
- Transfer final mark onto *fiche d'évaluation*
 - Circle the 3 columns
 - Add final score

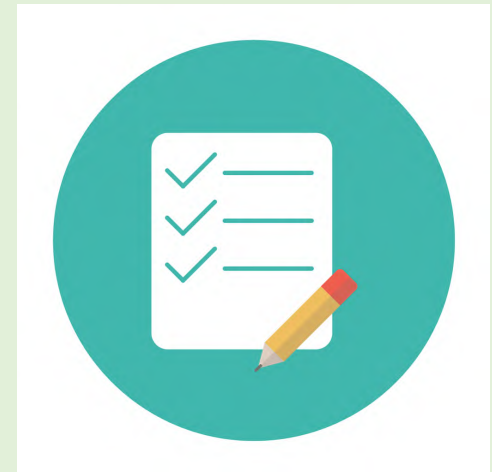


Assessment Criteria Example

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.

	RQ and Themes
	Research Skills
	Partnership
	Critical Thinking
	Communication



Preparation and Training

- Mocks
 - One Mock
 - Presentation only – no Q&A
 - General Feedback – no “corrections”
- Use of Flip (Flipgrid) an option
- Training Tuesday 2nd April 5-6pm
 - Review of a Presentation
 - Q&A practice

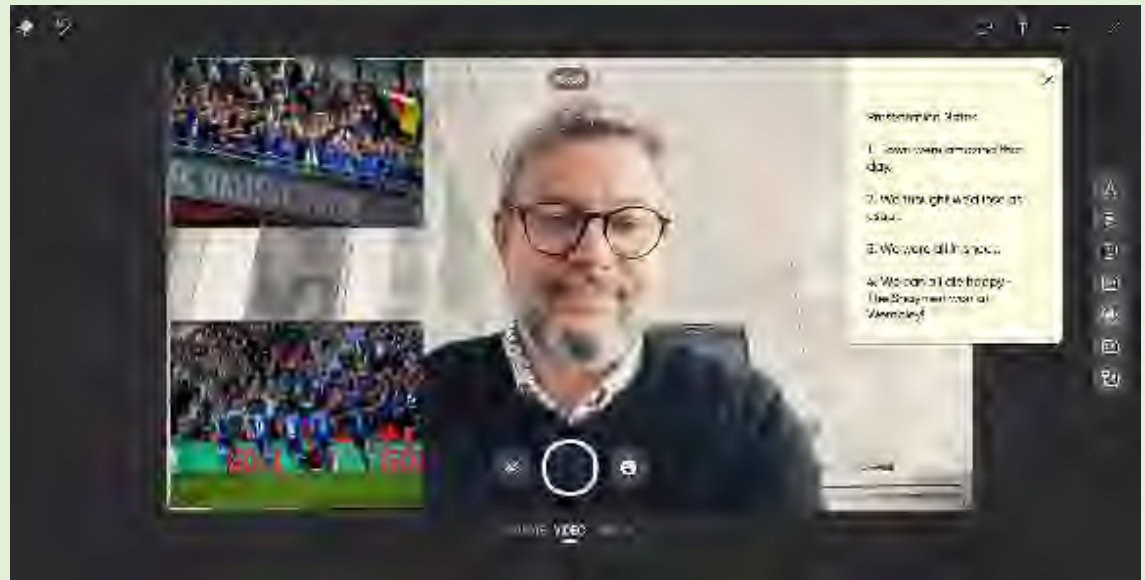


Best Practice in Coursework

- Teachers may review the candidates' presentations and support materials to enable them to take the initiative in making amendments. Generally, one review should be enough to enable candidates to understand the demands of the assessment criteria. Advice should be given in oral form. Teachers may not correct the presentations or give detailed written feedback. A reminder that support materials themselves are not assessed in the CdM exam; candidates are assessed on how they use them to enhance their presentation.
 - Based on guidance from UK's Joint Council of Qualifications (JCQ)

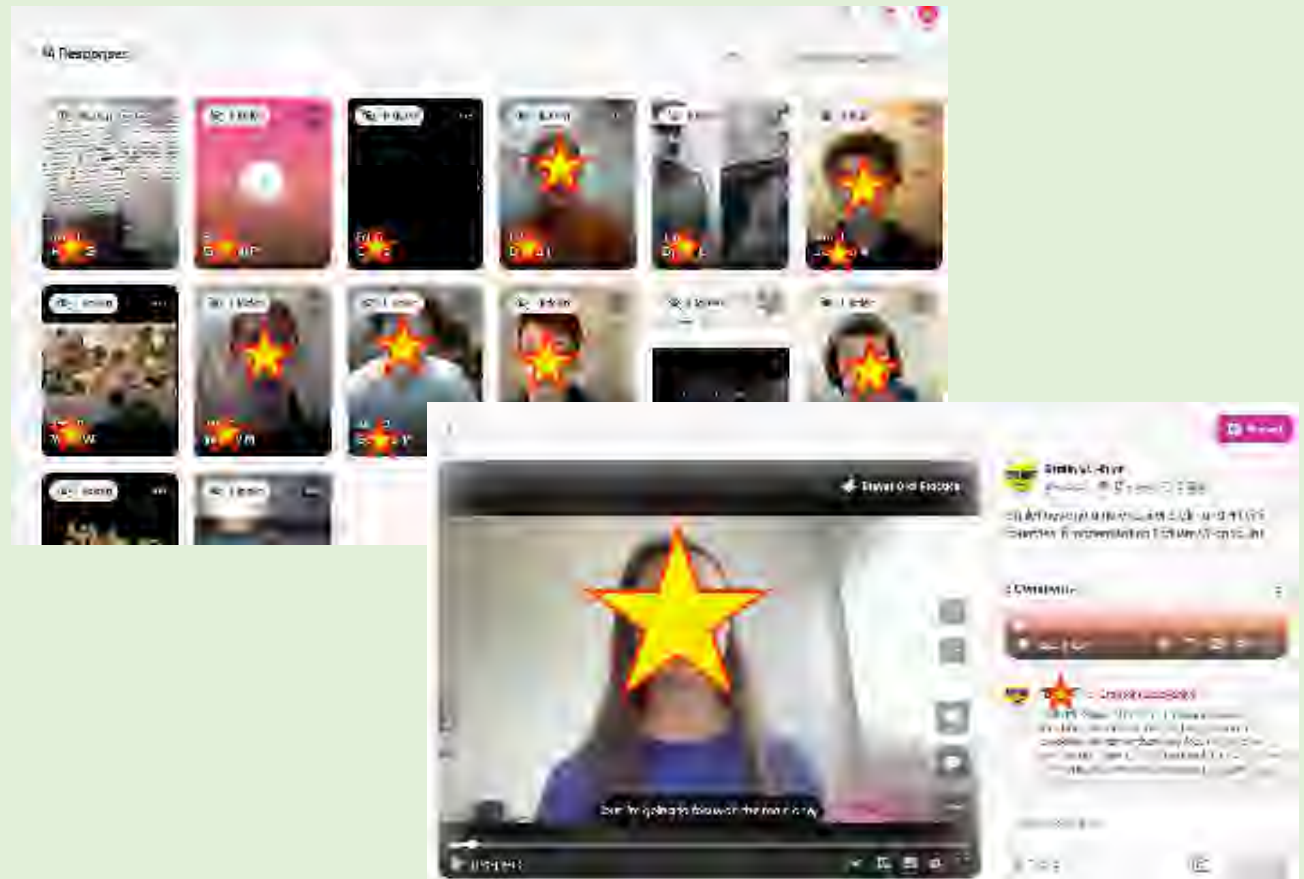
Flip (formerly Flipgrid) - <https://info.flip.com/>

- Online and free
- Easily import class details via Excel file
- Individual logins – private space for each student
- Laptop, tablet or phone
- Display sources, use notes
- Set time limit
- Videos stored on a cloud
- Intuitive and easy



Group View – full control and privacy

- Full privacy and control – but they can be shared
- Leave verbal/ written feedback – start a discussion!



Powerpoint Coach

