

APPENDIX 4 - 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 (dates defined by the school within the window determined by the French Ministry – see *Calendrier des épreuves* on the Eduscol)
- d) Deadline for marks: as determined by the French Ministry
- 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 or in some exceptional cases, how they managed to do without a partner or with a partner not fully engaged.

- 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

Click here to download the *fiche d'évaluation*: <https://eduscol.education.fr/document/48317/download>

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.