



Schola europaea

Office of the Secretary-General

European Baccalaureate Unit

Ref.: 2015-01-D-34-en-5

Orig.: EN

FOLLOW-UP OF RECENT REPORTS OF THE CHAIRMEN OF THE EUROPEAN BACCALAUREATE EXAMINING BOARD (2008-2016)

BOARD OF GOVERNORS

Meeting on 4-5-6 April 2017 - Berlin

INTRODUCTION

The following document summarizes the proposals of the Chairmen of the European Baccalaureate sessions from 2008 until 2016 and it comments on them. It is also indicated if the proposals were adopted and implemented and up to what extent.

Recommendations are presented in a chronological order, but reference is made to similar recommendations received by other Presidents (see column n. 2).

To draw the conclusions to this document the following has also been considered:

Former insights on the European Baccalaureate that were analysed in detail by the **external evaluation of the European Baccalaureate carried out by the University of Cambridge**. This study started in 2007 and the final report was issued in 2009.

As a follow-up of the Cambridge Report a mandate was given by the Board of Governors set up a **Reform of the European Baccalaureate Working Group** so as to analyse and debate the different proposals and the views of all stakeholders. The general goal was to assure the academic quality and improve the organisational efficiency of the European Baccalaureate.

Some reforms were proposed and decisions were adopted by the Board of Governors to be implemented gradually in the coming Baccalaureate sessions. The final report of the Working Group was approved by the Board of Governors in December 2011 and it contains reforms to be implemented until the Baccalaureate session 2014.

Other official documents that are mentioned in this paper in relation to the proposals issued by the different Chairmen.

The final reports issued up from the **external evaluation of a Proposal for the Reorganisation of Secondary Studies in the European School System** by the Institute of Education London.

Summary of proposals and comments

YEAR 2008		PRESIDENT : Aatos LAHTINEN (FI)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1	#3 by Mrs. Krizaj Ortar #8 by Mr. Bankov	Different Bacculaureate structure: - 6 written (LI, LII, Math, 3 options) - 2 oral (LI & LII) exams	Proposal not implemented (not adopted) Not all pupils are required to choose three options. Increasing the number of written exams is not cost-effective In many systems the overall number of exams is smaller.
2	#3 by Mr. Pachler #1 by Mrs. Krizaj Ortar	More weighting to be attached to the external assessment in calculation of marks	Proposal not implemented (not adopted) Actually the recent reform of the Bacculaureate gave more weighting to the internal assessment. See document 2011-12-D-14-en "Reform of the European Bacculaureate: Decisions of the Board of Governors". Point 4c
3		Recording marks for written and oral examinations next to the Final Mark on the Bacculaureate certificate.	Proposal partially implemented There are two separate documents. The Bacculaureate Diploma stating the overall final mark and the Certificate of European Bacculaureate marks with indication of all marks obtained.
4		Abolish deliberation process.	Proposal implemented
5		Exams based on syllabuses years 6 and 7.	Proposal implemented
6	# 2 by Mrs. Tirpakova	Abolish the proposals for the examinations. Examination papers to be elaborated by a team of experts and inspectors right from the outset.	Proposal not implemented (not adopted) The proposals from teachers assure that the tasks will be adjusted to the syllabus and common teaching and learning practices. The subject coordination meetings to elaborate the proposals are also useful to have a pedagogical debate on syllabus delivery. This is a very important element of harmonization.
7		Bac Unit is to be responsible for appearance, layout and legibility of the examinations. Bac Unit to perform final proofreading of the exams.	Proposal partially implemented The harmonised formal criteria of Bacculaureate examination papers are monitored by the Bacculaureate Unit. (2015-01-D-8) Final proof-reading is under the responsibility of the inspectorate.

YEAR 2008		PRESIDENT : Aatos LAHTINEN (FI)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
8		Presentation of the exams to the Bacc President, Head of Bacc Unit and experts during 3 days.	Proposal not implemented (not adopted) The procedure of presentation of the examinations to the Chairman of the Examination Board was abolished. The responsibility for the quality of the examinations falls under the inspectors, who act as vice-Chairmen. This was felt to be a redundant and inefficient protocol.
9	# 2 by Mr. Pachler	External experts should prepare the oral questions.	Proposal partially implemented Oral questions are still prepared by the teachers. However, different mechanisms for quality control have been introduced. Revision of questions by external experts / examiners / inspectorate. Clear assessment guidelines and instructions.
10	# 7 by Mr. Pachler # 11 by Mr. Ekholm	Guidelines for Special Arrangements to be drawn.	Proposal implemented
11	# 6 by Mr. Bankov	Clear marking instructions for each written exam.	Proposal partially implemented. There is a need for more detailed marking instructions and guidelines.
12	# 11&12 by Mr. Lahtinen # 2 by Mr. Ekholm # 2+8 by Mr. Pachler # 9&14 by Mrs Bozděchová # 5 by Mr Winsløw	Evaluation guidelines for the oral exams.	Proposal implemented Definition and implementation of an assessment record sheet.
13	# 6 by Mr. Ekholm # 16 by Mr. Winsløw	Decentralisation and dematerialisation of second marking.	Proposal being currently implemented This was implemented at a small scale with certain subjects with a small number of pupils. The process was described in the Arrangements for implementing the regulations of the European Baccalaureate in Art 6.5.9.4 "Distance correction procedure..." For the 2017 Baccalaureate session a general on-line correction procedure is going to be launched

YEAR 2008		PRESIDENT : Aatos LAHTINEN (FI)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
14		An analysis to be made after each examination of how well the examination fulfilled its purpose.	Proposal implemented A statistical analysis of all marks is done after every session, the European Baccalaureate report with annexes per subjects, languages, schools... Some general conclusions are drawn. Reports over proposals sent by team of experts with Inspector, after the end of the session.
15		Speeding up the complaints and appeals process.	Proposal implemented See document Arrangements for implementing the regulations of the European Baccalaureate. Article 12.4
16		Two-years mandate for the Bacc President.	Proposal not implemented (not adopted) Presidency of the BAC in rotation together with the yearly presidency

YEAR 2009		PRESIDENT : Mats EKHOLM (SE)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1		The internal perception of the Baccalaureate needs to be changed from being loaded with a large amount of external inputs to a view that it is mainly an internal affair.	Proposal implemented The Baccalaureate report is the most important document for the analysis of the functioning of the sessions, their outcomes and the performance of the pupils. It is produced internally and year by year more data and analysis are provided. It constitutes a full and internal vision that is subject to debate in the different organs and instances of the European Schools.
2	# 4 by Mr Pachler # 5 by Mr Devlamminck # 4 by Mr Bankov # 2&6 by Mrs. Bozděchová	More professional approach to elaboration of the examination papers.	Proposal not implemented (not adopted) The elaboration of papers follows the same formal procedure. However, efforts have been made towards more harmonization and quality assurance. Cf. Harmonisation in the EB Cycle, doc. 2015-01-D-18 Alternatives to the current system of elaboration of papers could be explored. The use of an e-platform and / or collaborative authoring tools should be considered.
3		More comprehensive approach towards the examination procedures.	Proposal implemented The examination procedures are well described in the Arrangements for implementing the regulations of the European Baccalaureate. Detailed reference documents / handbooks aimed at the different actors involved have been produced.
4		The examinations need to be based on the Reference Framework of the Lisbon Strategy for the European Union.	Proposal partially implemented Document 2011-09-D-47-en establishes a new structure for all syllabuses in the system of the European Schools. In chapter 1 of the document, General Objectives..., it is clearly established that all European School Syllabuses will seek to develop the key competences defined in the Lisbon Strategy. From here it follows that assessment will therefore test the degree at which those competences have been attained by the pupils. The revision of some syllabuses is still ongoing. 2016: Launch of a call for tender for the revision of scientific syllabuses. Elaboration of attainment descriptors for all subjects.

YEAR 2009		PRESIDENT : Mats EKHOLM (SE)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
5	# 4 by Mr Pachler # 5 by Mr Devlamminck # 4 by Mr Bankov # 2&6 by Mrs. Bozděchová	A template for the content of school subjects is recommended to be used when constructing tasks for examination.	Proposal implemented Uniformity in the presentation of Baccalaureate examinations is important. Pre-Baccalaureate harmonization (formal and contents) is defined in the Arrangements for Implementing the EB Regulations and in particular in document 2015-01-D-18 "Harmonisation in the EB cycle" (Annex XII of the AIREB)
6	# 13 by Mr Lahtinen	The European Schools are asked to stop the use of restricted paper and pencil tests. The use of digital techniques and other means that are used in realistic situations need to become more common.	Proposal not implemented (difficulties / not feasible) Computer-based tests are not available yet.
7		The European Schools are asked to adjust their examination routines to the demands to cover broad aspects of student knowledge.	Proposal implemented The European School syllabuses are moving from content-based to competence based, therefore covering broader areas not only of knowledge but also of skills and attitudes adjusted to the specific circumstances.
8		Assessments need to be made in an adjustment to the kind of knowledge that the students develop and not restricted to ritualised examination periods.	Proposal implemented Assessment in the European School system is very comprehensive; it covers formative and summative assessment. There is a working group leading assessment improvement where a clear policy paper has been produced among others. 2011-01-D-61-en-3 Assessment Policy in the European Schools.
9		A recommendation is given that the European School system trusts school directors, educational advisers and teachers to conduct the European Baccalaureate.	Proposal implemented European Schools become examination centres under the authority and responsibility of the School Director.

YEAR 2009		PRESIDENT : Mats EKHOLM (SE)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
10		The financial resources that until now have been used for a common use of second examiners during written and oral examinations instead ought to be used for randomly sampled second examinations of student achievements and for a larger involvement of universities in the analysis of the outcomes of the examination system as well as in the construction of examination tasks.	Proposal not implemented (not adopted) Second marking has not been modified. All papers are marked a second time rather than a sample. Structured implication of universities in the elaboration of examination papers or in external correction has not been implemented.
11	# 10 by Mr. Lahtinen # 7 by Mr. Pachler	The European Schools are recommended to restrict their rules for how students with special needs will be met during examinations to a simple article that says that the school needs to adjust to the needs of the student.	Proposal implemented Special arrangements for candidates with special needs have been developed. Document 2012-05-D-15-en "Provision of Educational Support in the European Schools – Procedural document" has a whole chapter regarding the Baccalaureate (chapter 6). Policy on the Provision of Educational Support in the European Schools : 2012-05-D-14-en.

YEAR 2010		PRESIDENT: Martina KRIZAJ ORTAR (SI)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1	# 2 by Mr. Lahtinen	Higher level of external factor in the Baccalaureate.	Proposal not implemented (not adopted)
2	# 9 by Mrs. Bozděchová	The objectiveness and the comparability of the examination papers: <ul style="list-style-type: none"> - abandoning the optional tasks on a non-essay type - examination of linguistic adequacy of translations - the conceptual compliance of different language versions of the same exam paper. 	Proposal implemented The question of choice in examinations has been debated at length. Choice questions are no longer to be found in examination papers in most subjects. However, in languages choice can still be found. However, when choice is present it has to be considered that still the examination must be comprehensive and test all the required competences that the pupil needs to attain. The examinations must be elaborated in such a way that pupils cannot leave out parts of the syllabus without studying. Implementation of a University Observation for papers chosen by the Board of Inspectors, as from session 2016.
3	# 1 by Mr. Lahtinen	Different Baccalaureate structure: 3 compulsory and 3 optional exams <ul style="list-style-type: none"> - non-linguistic subjects should be written exams only - compulsory languages should be both written and oral exams - optional languages should be written exam only. 	Proposal not implemented (not adopted) The overall number of exams remains the same. Pupils still need to demonstrate their oral and written LI and LII competences.
4		Prolongation of the exam time for SWALS	Proposal not implemented (not adopted)

YEAR 2011		PRESIDENT : Anna TIRPAKOVA (SK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1		External examiners should not be the teacher of the pupil.	Proposal implemented
2	# 6 by Mr. Lahtinen # 2 by Mrs Krizaj # 9 by Mrs. Bozděchová	Proposals for the exams should be reviewed by the external experts.	Proposal implemented The proof-reading of the examination papers is carried out by the external experts who also participate in their elaboration. Maybe the final proof-reading should be made by external experts who did not participate in the elaboration. Implementation of a University Observation for papers chosen by the Board of Inspectors, as from session 2016.
3		Written at least two pre-test in the period of two - three weeks.	Proposal implemented Pre-Bac examinations take place over 10 days (2 weeks)
4		Pre-test should take place earlier than two – three months before Baccalaureate.	Proposal implemented
5	# 4 by Mr. Devlamminck # 17 by Mrs Bozděchová	Keep in touch with graduates. Launch a quality survey for feedback	Proposal not implemented (difficulties / not feasible) Attempts for this have been made. However, it has proven very difficult to collect relevant and consistent data. Schools should make a greater effort towards this.

YEAR 2012		PRESIDENT : Norbert PACHLER (UK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1		A review to be conducted to ascertain whether all internal teacher assessment meets research-informed principles and to ensure a more explicitly criterion-referenced approach to teacher assessment.	Proposal not implemented (difficulties / not feasible) No consistent evaluation of marking and assessment practices within or across schools has been made. Common in-service training structures lack in our system. Very limited and isolated sampling or moderation experiences have been carried out.
2	# 9 by Mr. Lahtinen # 2 by Mrs Krizaj # 2 by Mr. Ekholm # 9 by Mrs. Bozděchová	An audit to be conducted in relation to quality assurance arrangements, in particular in relation to the professionalization of the setting of examinations and strategic oversight and operationalization of innovation and change in the system: <ul style="list-style-type: none"> - greater degree of external specialist expertise, e.g. through test setters - greater degree of central commissioning, monitoring and quality assuring 	Proposal partially implemented An external auditing of the examination papers may be performed by independent experts with experience in the field of assessment or elaboration of secondary school-leaving examinations or entrance examinations to higher education studies. We refer to this process as “ University Observation ”. This does not happen for all papers.
3	# 2 by Mr. Lahtinen	There is a need for the re-conceptualization of the roles and responsibilities of the Board of Examiners, External / Subject Examiners and the Chair: <ul style="list-style-type: none"> - increase in externality, - re-structuring of the Board, - lengthening of period of office and - reconsideration of terms of reference. 	Proposal partially implemented Several documents have been produced in this sense Document 2007-D-185-en-2 (Quality and reliability of assessment), describes the criteria that should be applied in choosing the experts. Letter 2016-05-LD-30-MBV/cc also deals with the appointment procedures for external experts and external examiners based on document 2010-D-305-en-1 Procedure to be followed for the appointment of external examiners for the European Bacculaureate examinations. Some modifications in the Arrangements for implementing the Regulations for the European Bacculaureate have been introduced to that end. See article 5 The Examining Board and its responsibilities. However, there has not been an increase in externality and the length of period of office for the Chairman stays the same.

YEAR 2012		PRESIDENT : Norbert PACHLER (UK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
4	# 2 & 5 by Mr. Ekholm # 5 by Mr Devlamminck # 4 by Mr Bankov # 2&6 by Mrs. Bozděchová	The introduction of greater degrees of and scope for standardization of written and oral examinations and results as well as of formative assessment across subjects and schools is desirable.	Proposal partially implemented Many efforts are being made in this sense Cf. Harmonisation in the EB Cycle, doc. 2015-01-D-18
5		There should be a re-examination of the role of inspectors in relation to the safeguarding of the quality of the European School system and the European Baccalaureate: they appear to be asked to perform too many diverse functions with a (severely) stretched resource envelope.	Proposal not implemented (difficulties / not adopted) The inspectors' availability is often conditioned by the dedication time that their member states allocate to their tasks in the European School system. Some inspectors are full-time while others have a very large envelope outside the European School system. There is also a large turnover of inspectors in the system which makes very difficult to keep expertise in the system. This is an area that could benefit from more structure and development.
6		The European School system should take steps to strengthen the quality assurance arrangements in relation to the European Baccalaureate in Accredited European schools.	Proposal partially implemented Accredited European schools need to furnish a thorough "dossier of conformity" and are subject to different investigations carried out through the inspectorate, especially through the national inspector of the country where the school is settled. With the opening of the system it would be necessary to establish a framework to assess the quality of Accredited Schools continuously.

YEAR 2012		PRESIDENT : Norbert PACHLER (UK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
7	# 10 by Mr. Lahtinen # 11 by Mr. Ekholm	<p>A review of the current regulations is recommended:</p> <ul style="list-style-type: none"> - more differentiated arrangements for pupils with special educational needs; - clarification of re-take options; - development of an exit examination as well as an alternative award; - third marking; - the role of quality of language in examinations; - cheating; - lines of reporting. 	<p>Proposal partially implemented</p> <p>Some of these points have been already taken on board. In new documents</p> <p>Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en</p> <p>Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en</p> <p>Or in the revision of the the Arrangements for implementing the Regulations for the European Baccalaureate</p> <p>The development of an exit examination or an alternative award is still under discussion</p> <p>Third marking stays as it was.</p>
8	# 12 by Mr. Lahtinen # 3 by Mrs. Bozděchová	<p>Work on the use of criterion-referencing in oral examinations should continue.</p>	<p>Proposal implemented</p> <p>There is a working group taking care of that. Some documents have been recently updated and produced.</p> <p>Quality assurance of the 20... Baccalaureate written and oral examinations. Procedure.</p> <p>European Schools' criteria for the assessment of the 20... oral Baccalaureate exams.</p>
9		<p>The lack of consistency in communicating results across schools should be addressed, e.g. a greater attention should be paid to preserving the privacy of students.</p>	<p>Proposal implemented</p> <p>Some modifications have been made in that sense and added to the Arrangements for implementing the Regulations for the European Baccalaureate. See article 7 Communication of the results</p>

YEAR 2012		PRESIDENT : Norbert PACHLER (UK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
10		The lack of feedback on the appropriateness or otherwise of their judgments to task setters and first markers is an issue of concern to key stakeholders.	Proposal partially implemented Efforts are being made in this sense. External experts and correctors and inspectors are encouraged to give feedback to the schools regarding the adequacy of the examination proposals and the marking. However, this does not happen consistently.
11		The desirability of the pass mark being set at 6 should be explored.	Proposal implemented The proposed new marking scale considers 5 as a pass mark. A new marking scale is currently being defined for implementation within the coming years Sept 2017 : new marking scale s1-s5 Sept 2018: new marking scale s6 Sept 2020: new marking scale s7

YEAR 2013		PRESIDENT : Bernard DEVLAMMINCK (BE)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1	# 1 by Mrs. Bozděchová # 2 by Mr Winsløw	A stronger focus on the special characteristics of the European School system around culture, values and languages seems desirable in terms of curriculum development.	Proposal partially implemented Document 2011-09-D-47-en-4 "Structure of all syllabuses..." makes this explicit. Most syllabuses will have to be revised in this light. 2016: Launch of a call for tender for the revision of syllabuses.
2	# 11&12 by Mr. Lahtinen # 2 by Mr. Ekholm # 2+8 by Mr. Pachler # 9&14 by Mrs Bozděchová # 5 by Mr Winsløw	The European School system should work towards a greater sense of shared understanding of the purpose of oral examinations within the European Baccalaureate across teachers, subjects and schools.	Proposal partially implemented Efforts are being made towards the assurance of the quality of oral examination questions. Also the issue of marking oral exams is subject to continuous debate. The term "harmonization" is always present in all reflections on how to assure and improve the quality of the oral questions and in oral assessment. Definition and implementation of an assessment record sheet.
3	# 11 by Mr. Bankov	For the lower secondary years, it might be advantageous to follow the examples of the Luxembourg and Culham Schools by widening participation in the PISA survey to include all the schools. The European Schools would thus be in possession of important indicators on the education that they provide.	Proposal not implemented (difficulties / not feasible) This would be a very interesting initiative
4	# 5 by Mrs. Tirpakova # 17 by Mrs Bozděchová	The validity of the results achieved in the Baccalaureate examinations should be guaranteed by the most systematic tracking possible of how Baccalaureate-holders fare in higher education and of their outcomes.	Proposal not implemented (difficulties / not feasible) Attempts for this have been made. However, it has proven very difficult to collect relevant and consistent data. Schools should make a greater effort towards this.

YEAR 2013		PRESIDENT : Bernard DEVLAMMINCK (BE)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
5	# 2 & 5 by Mr. Ekholm # 4 by Mr Pachler # 4 by Mr Bankov # 2&6 by Mrs. Bozděchová	Harmonisation of the criteria used for the award of Part examinations and class marks amongst the Schools.	Proposal partially implemented Efforts are being made towards the assurance of the quality of part examinations and formative assessment. Cf. document 2015-01-D-18 "Harmonisation in the EB cycle" (Annex XII of the AIREB)
6		Setting of the Bacculaureate examination questions: The teaching staff should be able to receive fast feedback on the judgment made of the questions proposed and, at the same time, should be able to receive specific training on one of the essential tasks entailed by their profession: that of proposing pertinent, valid and reliable examination papers for assessment purposes. In-service training courses to be organised on a regular basis.	Proposal not implemented (difficulties) Feedback on written examination proposals is uneven. More attention should be given to this. Contact among the core experts and the teachers writing the proposals or the subject coordinators would prove very beneficial as it was the case with the Chemistry meeting in school year 2014-2015.
7		The four marking days at the correction centre in Brussels: Systematic comparison of the marks awarded by the teachers with those of external markers, feedback for the teachers with comments on points of agreement and disagreement and the taking on board of these observations in drawing up the implementing regulations for studies might be discussed at meetings organised during this very intensive period with respect to quality of assessment. Qualitative and quantitative indicators might be evolved, allowing a judgment to be made as to whether the objectives pursued have actually been achieved. An extra day might be scheduled for this purpose. Scripts which have to be marked a third time should also form part of this process of evaluation of the correction work.	Proposal partially implemented This varies from subject to subject. A plenary meeting with all correctors marking the same subject where assessment criteria, marking instructions, etc. are re-examined is very beneficial for the harmonization of marking. Moderation on a particular paper or on parts of it as correction is happening makes results more coherent and consistent. Sampling of papers and benchmarking also proves very important for harmonization of assessment. The new on-line correction project stresses on these possibilities.

YEAR 2013		PRESIDENT : Bernard DEVLAMMINCK (BE)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
8		High turnover of teaching staff, pedagogical training which differs according to the academic paths followed in the various countries and the emergence of differences in status in terms of the service regulations applicable to the teachers are all to be observed.	Proposal partially implemented The high turnover of staff is conditioned by “the 9-year rule”. A more consistent, comprehensive and suited common framework of in-service training should be explored.
9		The coordinators should have a recognised place in the hierarchy of the institutions. It is probably not necessary to introduce them in all sectors or in all schools.	Proposal not implemented (not adopted) Annex I document 2011-01-D-33-en "Internal structures ..." deals with this very superficially. The role of subject coordinator could be extended and better described. The idea of middle management is currently under discussion.

YEAR 2014		PRESIDENT : Kiril BANKOV (BG)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1		Regular organisation of in-service training courses would contribute to the emergence of trainers. The need for training courses intended for the teachers as a whole, with particular reference to the concept of competence and its assessment.	<p>Proposal partially implemented</p> <p>A common structure for in-service training would help the harmonization of teaching practices.</p> <p>It is acknowledged that the reform of the syllabuses and the assessment practices moving into a competence-based approach need to be supported by specific training.</p> <p>Some training is planned for the introduction of the new marking scale and the implementation of the on-line correction project.</p>
2	# 2 by Mr. Pachler # 2 by Mr. Ekholm	Pedagogical training and experience, mainly in terms of the objectives pursued and of the assessment methods, should be capitalized on to develop a common integrated culture, with valuable input from sometimes very different backgrounds.	<p>Proposal partially implemented</p> <p>More harmonization in assessment and marking is necessary. It seems that national practices and approaches are difficult to abandon and as a result it can be seen clear trends deviating from the overall averages consistently in certain sections.</p> <p>This is an issue that should be also tackled through in-service training and the development of more precise common assessment tools and instructions.</p>
3	# 4 by Mrs. Bozděchová	The issues with respect to security of the European Baccalaureate Diploma, setting of questions, reception of candidates' scripts, use of communication tools, etc. are to be evaluated on the basis of the experience of the inspectors and executive secretaries.	<p>Proposal partially implemented</p> <p>A thorough revision with added functionalities of the School Management System is needed concerning the BAC module. Some new functionalities have been added recently.</p> <p>Anonymisation, dematerialization and on-line correction will be implemented in the 2017 session</p> <p>Computer based exams is still a possibility that seems distant.</p> <p>A reliable and secured system of file exchange and collaborative work is on its way with the implementation of Office365</p> <p>More efforts in staffing and investment in technology and training for our core business: education is needed</p>

YEAR 2014		PRESIDENT : Kiril BANKOV (BG)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
4	# 2 & 5 by Mr. Ekholm # 4 by Mr Pachler # 5 by Mr Devlamminck # 2&6 by Mrs. Bozděchová	Pre-Bac examination papers to be prepared at the Central Office for harmonisation purposes.	Proposal not implemented (not adopted) This would make the Baccalaureate experience more uniform and comparable across the system. However, with the current methodology of elaboration of the BAC papers this would not be feasible (timeframe / costs). Centralised Pre-Bac papers would also imply very rigid planning and syllabus delivery.
5	# 1 by Mrs. Bozděchová	Clear specifications for the Baccalaureate (and Pre-Baccalaureate) examinations are needed for every subject.	Proposal partially implemented The revision of the different syllabuses, the efforts for harmonization through several framework documents produced by the working group "Assessment" will work towards this goal.
6	# 11 by Mr. Lahtinen # 8 by Mr. Pachler # 3 by Mrs. Bozděchová	Detailed guides for correction of candidates' scripts are required.	Proposal not implemented (not adopted) It is very important that Bac papers are accompanied of very thorough assessment criteria, marking instructions and tools and when deemed convenient suggested answers. Marked papers must be followed of a justification comment and measured against the attainment descriptors for each subject. Still very uneven work on this area. Two marks difference between first and second correction seems a very inaccurate approach to marking. Large differences in marking certain tasks in an examination are disregarded.
7	# 9 by Mr. Lahtinen # 2 by Mrs Krizaj # 2 by Mr. Ekholm # 9 by Mrs. Bozděchová	Involvement of university professors in some of the Bac activities.	Proposal partially implemented Implementation of a University Observation for papers chosen by the Board of Inspectors, as from session 2016.

YEAR 2014		PRESIDENT : Kiril BANKOV (BG)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
8	# 1 by Mr. Lahtinen	Two oral examinations.	<p>Proposal not implemented (not adopted)</p> <p>8 Bacculaureate examinations (5 written and 3 oral) are too many. 2 oral would be enough. LI and LII or a subject taught through LII.</p> <p>The assessment made during the year (both formative and summative) would be enough to assure that the pupils have attained the requirements in many subjects.</p> <p>It would even be possible to envisage that both orals LI and LII serve the purpose of checking oral communication in mother tongue and foreign language but based also on the contents of a cross-curricular project rather than those in the LI and LII syllabuses.</p>
9	# 11&12 by Mr. Lahtinen # 2 by Mr. Ekholm # 2+8 by Mr. Pachler # 9&14 by Mrs Bozděchová # 5 by Mr Winsløw	Harmonisation of oral examinations.	<p>Proposal partially implemented</p> <p>There is a working group dealing with this issue.</p> <p>Criteria are gathered under 1 single document, available before the oral examinations to all teachers, external examiners and pupils.</p> <p>Definition and implementation of an assessment record sheet.</p> <p>The central production of oral examinations for all the system would help increase the quality and the externalization of assessment</p>
10		Maintaining a database and conducting in-depth analysis of the Bac results.	<p>Proposal partially implemented</p> <p>The Bacculaureate Unit provides data on the results.</p> <p>Based on the data provided, the directors of the schools and the inspectors responsible for each subject should be able to lead a more in-depth analysis since they have another indicators and information related to the local teaching and learning circumstances.</p>
11	# 3 by Mr. Devlamminck	Participation in international educational studies.	<p>Proposal not implemented (not adopted)</p> <p>Anecdotal participation of one school in PISA.</p>

YEAR 2015		PRESIDENT : Ivana BOZDĚCHOVÁ (CZ)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1	# 1 by Mr Devlamminck # 2 by Mr. Winsløw	Revision of all the syllabuses (pg 7/12)	Proposal partially implemented Call for tender launched by the Office in 2016 for the revision of the scientific syllabuses.
2	# 2 & 5 by Mr. Ekholm # 4 by Mr Pachler # 5 by Mr Devlamminck # 4 by Mr Bankov	Topic: Organisation, procedure and assessment of Pre-Baccalaureate and Baccalaureate examinations Standardisation of Baccalaureate examination questions and their coherence with the content of syllabuses and the subject matter taught (pg 8/12)	Proposal implemented Cf. document 2015-01-D-18-en-4 Harmonization in the EB cycle, which is also Annex XII of the AIREB
3	# 11&12 by Mr. Lahtinen # 2 by Mr. Ekholm # 2+8 by Mr. Pachler # 9&14 by Mrs Bozděchová # 5 by Mr Winsløw	Explicit application of assessment criteria (pg 8/12)	Proposal partially implemented Foreseen in the Arrangements for implementing the EB Regulations Still more precise work should be carried out in this area.
4	# 3 by Mr. Bankov	Attention should be always paid to ensuring confidentiality of all examination question papers and examination questions (pg 8/12)	Proposal partially implemented For the written examinations the assurance of confidentiality is very high. However, for oral examinations a better system should be put in place. There are some criticisms related to the practice of “mock examinations” This should be regulated.

YEAR 2015		PRESIDENT : Ivana BOZDĚCHOVÁ (CZ)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
5		When dealing with students' appeals, any concessions and compromises should be carefully decided and made only when unavoidable to avoid and minimise establishing potential precedents (pg 8/12)	Proposal implemented Recommendations drawn by the Board of Complaints are taken into consideration based on their motivated decisions. The BoG established a Working Group "Observatory of the European Baccalaureate regulations" for the continuous improvement and perfection of the AIREB.
6	# 2 & 5 by Mr. Ekholm # 4 by Mr Pachler # 5 by Mr Devlamminck # 4 by Mr Bankov	Topic: Pre-Baccalaureate examinations Pre-Baccalaureate examinations should be checked, in order to verify that questions and topics covered by the Pre-Bacc examinations correspond to the given syllabus (slight discrepancies exist) (pg 6/12)	Proposal partially implemented Schools are invited to upload the Pre-Baccalaureate questions to the Learning Gateway to the attention of the Inspectors. The approach for checking these examinations is not consistent. It varies from inspector to inspector.
7		Pre-Baccalaureate: Provide follow-up and general feedback on questions in class to help students and to allow them to focus on areas of the tests they found more difficult (pg 6/12)	Proposal not implemented (not adopted) No consistent approach about giving feedback concerning all aspects the Pre-Baccalaureate examinations
8		Communication channels might be opened up between individual coordinators or inspectors and parents after Pre-Baccalaureate examination papers have been corrected. Pointing out the main and general problems, drawbacks and mistakes occurring in candidates' papers might serve to highlight weak areas during the period between Pre-Baccalaureate and Baccalaureate written examinations. (pg 8/12)	See above

YEAR 2015		PRESIDENT : Ivana BOZDĚCHOVÁ (CZ)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
9	# 9 by Mr. Lahtinen # 2 by Mrs Krizaj # 2 by Mr. Ekholm	<p>Topic: Baccalaureate written examinations</p> <p>Constant and alert attention must always be paid to their correctness and the equivalency of content in all language versions, including the correlation between particular terminology in individual languages. This would ensure that questions and tasks are understood by all candidates equally and that misunderstandings are avoided (pg 9/12).</p> <p>Constant attention should be paid to ensuring that the examinations are unimpeachable (pg 9/12)</p>	<p>Proposal partially implemented</p> <p>Great care is put in elaborating the different language versions. Additional proof-reading is assured in some subjects through University observation.</p> <p>It is strongly recommended to elaborate specific glossaries of key terms related to the different subjects.</p>
10		<p>Constant attention should be paid to complete fairness and transparency in the correction and marking of the written Baccalaureate examinations (pg 9/12)</p>	<p>Proposal implemented</p> <p>Copies of all elements (script, marking grid,...) can be requested by pupils so as to assure maximum transparency. Article 6.5.10 "Viewing of scripts after marking" was modified in this sense.</p>
11		<p>To avoid unacceptable differences in the marks given by correctors of the same paper some measures could be considered:</p> <ol style="list-style-type: none"> 1. Marking schemes should be made more specific to include a range of common mistakes and specify how they should be handled. 2. Training should be given to both groups of correctors. Where one of the correctors has not adhered to the marking scheme, he or she must be informed of this fact. 3. The teacher (first marker) should be able to get an explanation of why the second marker awarded a different mark. Possibilities of how to deal with such feedback could be examined. 4. The option for students to be able to review the marked script and then submit it for further correction might be considered. 	<p>Proposal not implemented (not adopted)</p> <p>The only difference considered as unacceptable is a gap of over 2 marks in the overall mark between the first corrector and the second corrector.</p> <p>Differences on individual items are not considered. This is an aspect that should be improved. On one hand, by making the marking instructions more precise; on the other hand by regulating whether large differences in the appreciation of an item could be dealt with.</p> <p>In general, more feedback to the correctors about their performance should be given.</p> <p>With the introduction of the on-line correction system some of these aspects can be tackled.</p>

YEAR 2015		PRESIDENT : Ivana BOZDĚCHOVÁ (CZ)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
12		Appointment of a deputy inspector for the main Bacculaureate subjects acting during the European Bacculaureate Session with the same duties and responsibilities as the inspector in charge (pg 10/12)	Proposal not implemented (not adopted) Any decision of this nature should be submitted for debate at the Board of Inspectors to begin with. One of the problems is that some subjects are more difficult to cover than others given that the inspectors are not nominated in regards to their field of expertise.
13		Instruction on how to write the answers should be given to pupils : well-marked and highlighted directions could be inserted at the beginning of the form explaining that only answers written on the subject paper are valid (and those written on any other paper will not be considered or assessed) (pg 10/12)	Proposal implemented See Article 6.5.6.2 of the Arrangements for implementing the European Bacculaureate Regulations. See also recently published (October of 2016) European Bacculaureate handbook
14	# 11&12 by Mr. Lahtinen # 2 by Mr. Ekholm # 2+8 by Mr. Pachler # 5 by Mr Winsløw	Topic: Bacculaureate oral examinations To come closer to harmonisation, some more detailed guidance of examination procedure and assessment might be prepared, perhaps in the form of some practical handbook of oral examinations with Guidelines developed by the Bacculaureate Unit. (pg 10/12)	Proposal implemented Proceedings for the oral examinations have been revised and well documented in the AIREB. See Article 6.6 Vice-chairmen monitor closely the proceedings, fill in electronic reports and conclusions are presented every year to the Board of Inspectors secondary.
15		Brief and focused brainstorming sessions or workshops might be organised for all the examiners, including external examiners, prior to the oral examinations, in the schools themselves (pg 10/12)	Proposal not implemented (not adopted) This proposal seems difficult to implement because (all) the examiners are not present in the schools at the same time. In any case, external examiner have the questions, syllabus, etc. well in advance and can always relate to the inspector for further information or clarification.

YEAR 2015		PRESIDENT : Ivana BOZDĚCHOVÁ (CZ)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
16		<p>Topic: Miscellaneous</p> <p>Inspections of the Chairman of the Examining Board at the Baccalaureate examinations might be planned and scheduled ahead in coordination with Vice-Chairmen for the Baccalaureate. That way, more schools and subjects could be observed (pg 11/12)</p>	<p>Proposal partially implemented</p> <p>The budget of the Chairman and Accompanying Chairman has been increased so that more visits can be organized.</p> <p>It is very difficult to coordinate the wishes of so many Vice-Chairmen.</p>
17	<p># 4 by Mr. Devlamminck</p> <p># 5 by Mrs Tirpakova</p>	<p>Continuous feedback on the success rate of the European Schools' graduates could present valuable information for and about the European Schools system in different aspects. In particular, information on the scope and number of university entries might increase the prestige of the European Schools system and could be used to assist decisions regarding its structure (pg 11/12)</p>	<p>Proposal not implemented (difficulties / not feasible)</p> <p>Attempts for this have been made. However, it has proven very difficult to collect relevant and consistent data. Schools should make a greater effort towards this.</p>
18		<p>To enhance the continuity of both national Presidency teams and the Chairmen of the Examining Board work and their reports, some more directive guidance might be elaborated, such as pro-forma advice on drafting reports. This would also make it easier for the European Schools management to use reports. (pg 11/12)</p>	<p>Proposal implemented</p> <p>Elaboration of the document GUIDELINES FOR THE MEMBER STATES HOLDING THE CHAIRMANSHIP OF THE EUROPEAN BACCALAUREATE</p> <p>Elaboration of different reference documents for the inspectors. It would be advisable to merge them all in one single document, a sort of Vademecum.</p>
19		<p>The Chairman of the Examining Board could be more involved in the work of the working groups and Baccalaureate Unit during the school year to improve continuity. He/she might possibly attend working meetings as an observer, to obtain a better understanding and as an opportunity to participate (pg 11/12)</p>	<p>Proposal not implemented</p> <p>The BAC Unit welcomes the proposal. This would depend on the decisions of the different decision-making bodies and would imply funding.</p>

YEAR 2016		PRESIDENT : Carl WINSLØW (DK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
1	# 12 by Mrs. Bozděchová	In order to avoid that one single inspector is <i>solely</i> responsible for more subjects, the body of inspectors should be sufficient in number to ensure a sufficient spread on levels and subjects. (...) The Board of Governors should be able to negotiate a procedure of appointment which ensures that the actual needs of the ES system are satisfied, and continue to be satisfied when new inspectors are appointed.	European Baccaalaureate Unit comments: Any decision of this nature should be submitted for debate at the Board of Inspectors to begin with. One of the problems is that some subjects are more difficult to cover than others given that the inspectors are not nominated in regards to their field of expertise.
2	# 1 by Mr Devlamminck # 1 by Mrs. Bozděchová	Revision of Syllabuses (pg 8/21)	European Baccaalaureate Unit comments: Proposal partially implemented Call for tender launched by the Office in 2016 for the revision of the scientific syllabuses Elaboration of a framework document for the elaboration of syllabuses Elaboration of attainment descriptors for all subjects
3		The Board of Governors is urged to undertake a serious investigation of whether the current decision and control procedures of the system could be made more efficient and less costly. Possibly new or past administrative audits may provide insights on this point.	European Baccaalaureate Unit comments: The BAC Unit welcomes the proposal The introduction of on-line authoring systems for the elaboration of EB examinations could prove cost-effective. The reduction of the presence of vice-chairmen to monitor the proceedings of written examinations could also bring in some savings.
4		The BAC unit should, on specific points, reinforce its efforts of communicating the regulations surrounding the Baccaalaureate, especially to teachers and external examiners, in order to ensure that rules are known and followed by those who should apply them. In particular, the marking sheet for the written exams should inform correctors that the comment field is obligatory - or, even better, this could be enforced automatically through the new system for digitalized correction reinforced.	European Baccaalaureate Unit comments: Sometimes there are problems in the communication flow at the school level. With the introduction of intelligent lists through Office 365, it will be possible to reach directly different target audiences.

YEAR 2016		PRESIDENT : Carl WINSLØW (DK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
5	# 11&12 by Mr. Lahtinen # 2 by Mr. Ekholm # 2+8 by Mr. Pachler # 9&14 by Mrs Bozděchová # 5 by Mr Winsløw	The regulations for the oral exam need to be more strongly enforced, particularly as regard the use of marking sheets (to be filled independently by markers, after each exam - again, digitalization may be used to enforce both points). At the school level, efforts to learn and implement existing and new procedures need to be reinforced.	European Baccaureate Unit comments: Proposal implemented Definition and implementation of an assessment record sheet. See Article 6.6.5 of the Arrangements for implementing the European Baccaureate Regulations. Proceedings for the oral examinations have been revised and well documented in the AIREB. See Article 6.6 Vice-chairmen monitor closely the proceedings, fill in electronic reports and conclusions are presented every year to the Board of Inspectors secondary.
6		The Board of Governors should consider moving resources from unnecessary control mechanisms (like inspection of formal aspects of written and oral exams, or repeats of almost identical exams) to ambitious and ongoing curriculum development, with general audits at least every five years.	European Baccaureate Unit comments: This proposal is welcomed The current framework for revision of syllabuses is not so ambitious. It sets the deadline to 10 years. 5 would indeed be better.
7	# 1 by Mr Devlamminck # 1 by Mrs Bozděchová	Concretely, sustainable curriculum development could be ensured by the Secretary General, setting up independent expert panels in the major subjects, with competences and background from at least two national contexts in Europe. The competent inspector should interact closely with this panel but should not directly appoint it. These panels should retain an independent status to ensure the necessary external quality control.	European Baccaureate Unit comments: A comprehensive and highly professionalized framework for curriculum development and syllabus design should be worked out.

YEAR 2016		PRESIDENT : Carl WINSLØW (DK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
8		In the area of Teachers' Professional Development, I recommend that new initiatives "close to the teaching of specific subjects" be implemented at school level. Working formats of the "lesson study" type hold a significant potential for teacher-led development of teaching, schools and indeed entire the ES system, particularly to allow teachers of the same subject (e.g. Biology) or subject family (Eg. foreign language) to develop across sections. We note that as accredited schools are independently managed, special arrangements may need to be made to ensure that the teachers of these schools do not miss out on such new opportunities.	European Baccaalaureate Unit comments: Continuous professional development should be reinforced. The roles of subject coordinator and education advisors should also be revised. Solid in-service training structures should be worked out at the system level and at the school level. More resources should be sought.
9		The status of locally hired (non-seconded) teachers needs to be scrutinized and possibly reformed, to avoid having what appears (to some) a body of teachers which is divided in a first and second class.	European Baccaalaureate Unit comments: The whole are of staffing should be revised as a part of other current and future challenges (cost-sharing, Brexit,...)
10		The Board of Governors (as well as other competent committees) should reconsider the status and form of the Prebac : if not abolished entirely as an official requirement, it should at least be considered to reduce its weight to at most 10% of the final mark in the subjects concerned, and to transfer the remaining 20% to forms of assessment which reflect a broader set of subject matter competences (oral exams, project work subject to a partly external assessment, internal assessment of practical work etc.).	European Baccaalaureate Unit comments: Indeed the reduction in the weight of internal assessment should be sought so as to enhance the credibility of the European Baccaalaureate. Reduction of the weight of internal assessment can be reached by two ways. 1.- Less implication of the teachers of the candidates in the elaboration of the examinations. 2.- Less participation in the evaluation of the candidates.

YEAR 2016		PRESIDENT : Carl WINSLØW (DK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
11	# 1 by Mr Devlamminck # 1 by Mrs Bozděchová	It is particularly important to ensure that the teaching and assessment of mathematics and science subjects do not end up being entirely focused on routine (even if demanding) technical skills, a danger which is more than latent in current practices. This threatening “narrowness” of scientific subjects will be one of the most important challenges to consider when reforming both syllabuses and exam formats.	European Baccalaureate Unit comments: The European School system is moving towards a competence-based approach. Syllabuses are being reformed in this sense. The greater challenge is that teachers will use appropriate methodologies, teaching and learning activities and materials following the competence-based approach.
12		New forms of assessment may need to be developed in connection to revised syllabuses, and could include measures such as project work which is both internally and externally assessed (for instance, through grading by teachers from other schools, which could also indirectly help to spread good practices in this area - one may also consider devoting the third oral exam to a “defense” of one such project).	European Baccalaureate Unit comments: Project work is indeed in line with a competence-based approach. The introduction of cross-curricular work in the form of a project can prove very rewarding for pupils as an introduction to research methods so common in further education.
13		The didactical and technical challenges of the actual use of handheld calculators need to be reconsidered in a review of the mathematics curriculum, including (but of course not limited to) the regulation and design of written exams.	European Baccalaureate Unit comments: Technology is advancing very fast. The use of more modern and flexible tools should be explored.
14		At written exams, some supplementary regulations may prevent irregularities when it comes to collecting students’ papers. For instance, it would be better if every candidate remains seated at his place until an invigilator had picked up his papers there, and the standard sheets provided for the students’ writing should contain, on top and along with name etc., a field for numbering the sheets.	European Baccalaureate Unit comments: Indeed, invigilation procedures should be documented with more detail. The European Baccalaureate Unit will make a proposal that will take in consideration some necessary changes due to the introduction of the on-line correction system.

YEAR 2016		PRESIDENT : Carl WINSLØW (DK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
15	# 13 by Mr. Lahtinen # 6 by Mr. Ekholm	It is neither necessary nor desirable that the students' own teachers partake in the correction of their own student's exam papers. Digitalization should enable new possibilities such as anonymized correction, monitoring the consistency of correctors' grades, and random attribution of correctors across classes and schools.	European BaccaLaureate Unit comments: The on-line correction system would allow all these possibilities. The Board of Inspectors will need to reflect and make decisions as to how to make the most out of the tools in order to improve the quality of assessment.
16		The inspectors' presence at written exams could be reduced or omitted. Their inspection of oral exams should be more focused on their own subject, to monitor the subject matter aspects in addition to the formal procedures, as well as the monitoring of questions (on the learning gateway) for these exams.	European BaccaLaureate Unit comments: Any decision of this nature should be submitted for debate at the Board of Inspectors. Assurance Quality control procedures are being implemented and updated for every session.
17		When reforming summative assessment formats which carry weight in the final baccaLaureate result, one should take care not to increase the weight of internal assessment (i.e. assessment carried out by the teacher of the candidate). My suggestion is that the total weight of internal assessment should not exceed 50%. The final baccaLaureate mark could then be $0,4 \cdot A + 0,2 \cdot P + 0,4 \cdot E$, where: A is the average of all purely internal marks, P is the average of marks to which the students' teacher contributed 50% (e.g. oral exam marks), and E is the average of purely external marks (e.g. from written exams). Each of the averages could be weighted according to the volumes of hours spent on each of the subjects concerned. (Pg 18)	European BaccaLaureate Unit comments: Probably a proposal concerning the question of the distribution of mark weights should be dealt with in a larger context, i.e., for example, WG Reform.

YEAR 2016		PRESIDENT : Carl WINSLØW (DK)	
N°	Ref. to recomm. by	PROPOSAL	STATUS
18		<p>“In fact, in 2016, one single inspector is solely responsible for both mathematics and physics - not only for the baccalaureate exams (written and oral questions in all languages of the ES) (..)”. “This situation is clearly unacceptable, and it appears necessary to ensure that the composition of the inspectorate becomes more adequate, to ensure at least one academically competent inspector in each major subject. In large volume (and all sections) subjects like mathematics, one may even consider to assign two or three inspectors (..)”.</p>	<p>European Baccalaureate Unit comments: The European Baccalaureate Unit fully agrees with this view. Being in charge of the elaboration of more than 1 European Baccalaureate examination is too huge a responsibility and involves an excessive workload. We would recommend at least 2 Mathematics inspectors, 1 for Mathematics 3p and one for Mathematics 5p. Since the role of the inspectors is very vast, it could also be envisaged to appoint experts when there are no available inspectors with the necessary subject competences.</p>

CONCLUSIONS

The last 9 European Baccalaureate chairmen's reports have offered the European School system some 105 proposals recommending to implement changes of different nature.

Around two thirds of the proposals have been either completely or partially implemented. In any case, all proposals certainly contribute to generate a very interesting debate in the European School system, even when not implemented. This document revisits the proposals of the last in the light of the evolution of the European School system and the latest trends and debates in education.

There is an important group of proposals related to the use of technological tools. On one hand, some refer to the **correction procedures**. Most of them will be soon put in practice in the European Baccalaureate session 2017 with the implementation of the on-line correction system. On the other hand, others relate to a more efficient **elaboration of European Baccalaureate examinations** through the use of state-of-the-art authoring systems.

We feel that the introduction of **technological tools** is also a crucial element not only in pedagogical aspects but also in administrative issues related to the efficient management of the European Baccalaureate, especially with the integration of a growing number of Accredited Schools. We need to consider seriously :

- The need for **reliable access to all relevant data** including those of the Accredited Schools. The use of the BAC module in the School Management System (SMS) is currently a big limitation.
- The need of a **reliable and secure on-line platform for the exchange of files** and collaborative remote work for the elaboration of examination papers, etc. The use of "the Learning Gateway" is another big limitation.

There are also other **issues of a wider scope** whose impact should not be neglected, in particular, the need of a deep reform of the European School curriculum and a the **establishment of an excellence framework for syllabus design**. Alongside this, the selection of adequate learning objects to be found available in an electronic learning network should be considered as an important step forward together with the development of solid structures for the continuous professional development of teachers.

A recurrent issue is also the **reduction of the weight of internal assessment**. This can be reached by two means:

- 1.- Less implication of the teachers of the candidates in the elaboration of the examinations.
- 2.- Less participation in the evaluation of the candidates.

This, together with other issues such as the revision of the number and nature of examinations, the introduction of a cross-curricular project could be revised in depth in the context of the Reform of the European School system.

OPINION OF THE BOARD OF INSPECTORS AND OF THE JOINT TEACHING COMMITTEE

The BIS and the JTC scrutinized and expressed a favourable opinion on the document 'Follow-up of recent reports of the chairmen of the European Bacculaureate Examining Boards 2008-2016'.

PROPOSAL TO THE BOARD OF GOVERNORS

The Board of Governors is invited to scrutinize and to express an opinion on the document 'Follow-up of recent reports of the chairmen of the European Bacculaureate Examining Boards 2008-2016'.

Annex I

Reports 2008-2016

I. Report of the chairman of the 2008 European Baccalaureate Examining Board, Professor Aatos LAHTINEN

1. Proposal regarding the examination's structure

In my view, the most obvious aspect of the Baccalaureate in need of close attention is the oral examinations. The way the questions are drawn up for the oral examinations and how the candidates are evaluated tends to give one cause to doubt the examination's impartiality and objectivity. The results of the oral examinations seem to correlate strongly with those of the written examinations (cf. report [2]), which raises the additional question of whether they are actually necessary. On the other hand, there are cases where a candidate who has otherwise done poorly miraculously gets a mark in the oral examination that is sufficient for him or her to pass the Baccalaureate. Moreover it is expensive to hold the oral examinations and they need an arduous logistic operation which clearly places a burden on schools.

Nevertheless, oral examinations in languages have an obvious function in view of the importance of spoken language skills. Consequently, the Language 1 and Language 2 oral examinations could be preserved. Eliminating the other two oral examinations could be compensated for by adding a sixth written examination to the Baccalaureate on an optional subject, which could even be a two-period one.

I would therefore suggest a switch to the following exam structure, something that has already been proposed in reports [1] and [2]:

The European Baccalaureate consists of six written examinations and two oral examinations

The written examinations are:

- **Language 1 basic or advanced course**
- **Language 2 basic or advanced course**
- **Mathematics 5 period or 3 period or advanced course**
- **3 other examinations, at least two of which are based on 4 period courses**

The oral examinations are:

- **Language 1**
- **Language 2.**

It was estimated in report [1] that a structure such as this would be at least 200,000 euros cheaper than the present structure.

2. Proposal for calculation marks

For the reasons I gave earlier on in this report, far more weight should be attached to the external assessment. It should be realised in particular that harmonising the basis of the written examinations to cover the syllabuses in the 6th and 7th classes will give them additional weighting. Either one of the following models could be used to calculate the marks and total final mark:

Model A

- **Internal assessment 25%**
 - o **A mark assessment 2/5**
 - o **B mark assessment 3/5**
- **Six written examinations 55% (i.e. around 9.2% per exam)**
 - o **External assessment only**
- **Two oral examinations 20 % (i.e. 10% per exam)**
 - o **Teacher's assessment $\frac{1}{4}$**
 - o **External assessment $\frac{3}{4}$**

Model B

- **Internal assessment 25%**
 - o **A mark assessment 2/5**
 - o **B mark assessment 3/5**
- **Six written examinations 55%**
 - o **Teacher's assessment $\frac{1}{4}$**
 - o **External assessment $\frac{3}{4}$**
- **Two oral examinations 20 %**
 - o **Teacher's assessment $\frac{1}{4}$**
 - o **External assessment $\frac{3}{4}$**

In Model A, internal assessment accounts for around a third of the overall score (30%). In Model B it is just under half (43.75%). In both cases the external assessment has more weighting attached to it than the internal. This would have a positive effect both on the objectivity of the marking system and the Baccalaureate's public image. It should be realised in particular with regard to Model A that the marks gained in written examinations which some universities attach so much importance to are based exclusively on external assessment, a system that is widely held to be reliable. Both models are based on suggestions in report [1].

3. Proposal regarding the marks recorded on the certificate

Because of the frequent need to know the marks achieved in the written and oral examinations I would suggest, as report [1] also does, that they should be recorded on the Baccalaureate certificate. In other words, the certificate would state the following:

- **the total final mark**
- **the marks for the six written examinations**
- **the marks for the two oral examinations**

4. Proposal regarding the deliberation process

The deliberation process should be abolished. It should be replaced with **the opportunity to retake one or more of the examinations in the case of a candidate failing to achieve the total final mark of 60.00.**

5. Proposals for drawing up the written examinations

At present the written examinations are mainly based on the syllabuses for just the 7th class. However, studies in all subjects in the 6th and 7th classes form a natural entirety. What is more, the type of mechanical questions set, especially in natural science subjects, make it hard to measure the candidate's knowledge and ability. I would therefore suggest that **the examination questions are based on the syllabuses for both the 6th and 7th classes and that the questions should be made less mechanical in nature and should instead be developed to measure the candidate's maturity in that particular subject**

The process where the questions are based on proposals coming from the schools does not seem to be promoting the development of the examinations. It could also lead to doubts about the Baccalaureate's impartiality. In my opinion, it is vital both for the sake of the objectivity of the system and the high standard of the Baccalaureate that **the examination questions should to be written by a separate team of Inspectors and external experts right from the outset.**

6. Proposals regarding the quality control of the written examinations

Quality control was dealt with in several earlier reports (cf. [1], [2], [3], [5], [6]). Nevertheless, the situation is still not satisfactory. Quality control needs to be stepped up and responsibility for it should be clearly designated.

The team drawing up an examination should be responsible for the content of the questions, the equivalence of the translations of the questions into various other languages, and compliance with the agreed principles of harmonisation. The BAC Unit should be responsible for the appearance, layout and legibility of the questions. The BAC Unit should have a person responsible for checking compliance with the principles of harmonisation, checking the linguistic equivalence of the questions in different languages, and correcting typos.

7. Proposal regarding the presentation of the written examinations

The final stage of quality control should be when the questions are presented to the Chairman of the Examining Board. This should not merely be the formality it is today, but a proper presentation as follows:

The written examinations are presented to a work group led by the Chairman of the Examining Board also consisting of the Head of the BAC Unit, the Inspector assisting the Chairman and an adequate number of competent examiners. The huge number of examinations make it necessary to set aside three days for the presentation, rather than just the one. The work group should be able to familiarise itself with the questions at least a week before the presentation. The questions should be in their final form when they are being

presented. Following the presentations, any changes may be made only with the authorisation of the Chairman of the Board.

8. Proposal for drawing up the oral examinations

To strengthen the image of reliability for the oral examinations, there needs to be a switch to a procedure in which **an external team writes all the questions in the examination**. If this is not thought to be possible immediately, there should be a procedure in which **the external examiner writes some of the questions**. Both the internal and external examiners must have enough time to familiarise themselves with the questions and comment on them. **The questions in the oral examination for each subject should have the same level of difficulty** (cf. [4]).

9. Proposals regarding the examination arrangements

Candidates should only see the examination questions when everyone has received the paper.

Permanent written guidelines should be drawn up for the Directors regarding special arrangements for candidates who are ill or disabled.

10. Proposal regarding the evaluation of the written examinations

Each written examination should have clear and detailed written instructions for marking. This has been dealt with in earlier reports [1], [2] and [6]. In order to narrow the dispersion of assessment, **each subquestion should be divided into smaller units in the instructions** to ensure consistent marking of incomplete answers. **The external examiners for each examination should also be encouraged to contact one another at the start of the marking session to ensure that everyone interprets the guidelines in the same way.**

11. Proposal regarding the evaluation of the oral examinations

There is a huge risk of dispersion in the evaluation in the oral examinations. This is due not just to the large number of examiners but also the number of language sections (cf. report [2]). To minimise this, **each oral examination should have evaluation guidelines that are as precise as possible. In addition, consistency of marking should be monitored using methods of statistical analysis.**

12. Proposals regarding the logistics of the evaluation process

The evaluation process we now have is logistically awkward and expensive. It cannot be improved at once so intermediate steps has to be used. This has already been dealt with in reports [1] and [2].

An initial and immediately available solution to the problem of space at Brussels 1 is that the **marking could be done in several of the European Schools**. I think it would be worth introducing this notion of decentralisation immediately.

The next step should be to look into **the possibility of sending the examination papers directly to the external examiners**, which would save enormously on costs. One possibility would be - in principle, at least – for the papers to be mailed from the school directly to the examiner. Another possibility is **the use of IT-technique in conveying the content of examination papers to the external examiners**. This must surely be the next natural step to take to make improvements to the system.

The ultimate solution, and one which is still looming on the horizon, is for the candidates to do their examinations from start to finish on a computer, after which the whole process can be computerised.

13. Proposals for monitoring the feasibility of the examination

This year for the first time teachers were asked to make comments on the written examinations on a special form. This is an excellent and worthwhile procedure. In the future they should be asked to make their comments using a computer. That would be easier if the form could be completed and sent on-line.

But monitoring feasibility is more than just processing comments such as these. **An analysis should always be made after each examination of how well the examination fulfilled its purpose**. In my opinion, this is not done in any systematic way with regard to all the examinations.

In addition to follow-up analyses, each round of Baccalaureate produces important statistical data that can be used to monitor the feasibility of the Baccalaureate as a whole. Monitoring based on time series in this way provides an excellent basis for improving the examination. The BAC Unit already produces statistical data on the Baccalaureate. But it seems that there is no comprehensive approach to thinking about what kind of statistical and other analyses are needed to monitor and develop the examination's feasibility. I think **a working group should be set up to set targets for monitoring the Baccalaureate's feasibility**. This has already been remarked upon in earlier reports ([2] and [3]).

14. Proposal for speeding up the handling of complaints and appeals

The Chairman should take a decision on complaints and appeals that are clearly unfounded directly on the basis of the BAC Unit's opinion. The Chairman could continue to consult the Board of Inspectors (Secondary) concerning possibly justified complaints, but the meeting should be scheduled for the beginning of August. Speeding up the complaints process has already been proposed in report [3].

15. Proposal for the length of the Chairmen's term of office

The work of the Board of Inspectors (Secondary) and that of the European Baccalaureate Examining Board would be more effective if the chairmanship were for at least two years. The

equitable treatment of Member States could certainly be ensured at some other way. This has already been suggested in report [3].

16. Proposals regarding the development of the BAC Unit

The BAC Unit should be given more responsibility for the typographical layout and final proofreading of the exam questions, if necessary by increasing resources. The Unit should also be given more responsibility for making more in-depth statistical analyses and for monitoring the exam's feasibility, again if necessary by increasing resources. This has already been mentioned in reports [2] and [3].

SOURCES

- [1] Report of the 'European Bacculaureate' Working Group, 2007-D-172-en-1
- [2] Report of the Chairman of the 2007 European Bacculaureate Examining Board, 2007-D-2010-en-1
- [3] Report of the Chairman of the 2006 European Bacculaureate, 2006-D-2910-en-2
- [4] Report of the Chairman of the 2005 European Bacculaureate Examining Board, 2005-D-3010-en-2
- [5] Report of the Chairman of the 2004 European Bacculaureate Examining Board, 2004-D-3110-en-1
- [6] Recommendations of the Chairman of the 2003 European Bacculaureate Examining Board, 2004-D-42-en-1
- [7] Arrangements for implementing the regulations for the European Bacculaureate, 2007-D-227-en-2
- [8] Memorandum sur l'organisation de la session 2008 du Baccaauréat Européen, 2008-D-11-fr-3
- [9] Draft Report on the European Bacculaureate 2007, 2007-D-2110-en-1
- [10] Past exam questions for the European Bacculaureate
- [11] Internal guidelines of the European Schools on practical arrangements for the Bacculaureate
- [12] Discussions with Directors, Deputy directors and those responsible for practical arrangements for the Bacculaureate.

II. Report of the chairman of the 2009 European Baccalaureate Examining Board, Professor Mats EKHOLM

A critical review is presented for this well-functioning examination system. The contents of the examination tasks are looked upon through the lens of the ambitions that the European Union has spelled out for schools in its Reference Framework of the Lisbon Strategy. To an astonishingly small extent the examination tasks care for the eight core ambitions of this strategy. The use of the first language and of a second language is covered to some degree which also goes for parts of the competencies that the students have in mathematics and in natural sciences. Digital competence, learning to learn, sense of initiative and entrepreneurship, cultural awareness and expression and learning to learn are examples of ambition areas that have disappeared in the examinations. A school knowledge template has been used to illuminate what areas that the examination items succeed in measuring. Most items that the students have faced during the written part of the examination have been classified into five categories. In mathematics and natural sciences little effort was given to test the competence of the students to take a stand. In these subjects a dominant part of the written examination dealt with the competencies that the students have acquired to use the tools of the disciplines. The examination items used in geography, history and philosophy show a broader coverage of the knowledge that the students have acquired. The optional examination tasks that are presented to the students during the examination create variations that lead to conclusions that students are not passing the same Baccalaureate.

The mixture of external and internal assessment is scrutinized. Comparisons are made between markings made by the teachers and the external examiners as well as between preliminary marks and final marks. The changes in markings that follow from the use of external examiners constitute a small percentage of the initial marking. The question is raised whether the costs for the external assessment during the written as well as the oral examination are worth their price. The use of the term external for the second examiners is questioned. A fair amount of second examiners are selected from earlier teachers in and school leaders of European Schools and do not represent a true external perspective when acting during the examinations. The inspectors are not either an external force as they are deeply involved in the management of the system. The European Baccalaureate is perceived as less external than it wants to be with a low degree of uniformity and it is also seen as an old fashioned variant of examinations.

Based on the critical review of the European Baccalaureate several proposals are made for future use. The internal perception of the Baccalaureate needs to be changed from being loaded with a large amount of external inputs to a view that it is mainly an internal affair. A more professional approach to the construction of tasks for examination use is recommended. A more comprehensive approach towards the examination procedures is recommended so that the European Baccalaureate will mean the same thing in the future. The examinations need to be based on the Reference Framework of the Lisbon Strategy for the European Union. Some kind of template for the content of school subjects is recommended to be used when constructing tasks for examination. The European Schools are asked to stop the use of restricted paper and pencil tests. The use of digital techniques and other means that are used in realistic situations need to become more common. The European Schools are asked to adjust their examination routines to the demands to cover broad aspects of student knowledge. Assessments need to be made in an adjustment to the kind of knowledge that the students develop and not restricted to ritualised examination periods. A recommendation is given that the European School system trusts school directors, educational advisers and teachers to conduct the European Baccalaureate. The financial resources that until now have been used for a

common use of second examiners during written and oral examinations instead ought to be used for randomly sampled second examinations of student achievements and for a larger involvement of universities in the analysis of the outcomes of the examination system as well as in the construction of examination tasks. The European Schools are recommended to restrict their rules for how students with special needs will be met during examinations to a simple article that says that the school needs to adjust to the needs of the student.

Drop the choices to obtain uniform examinations

Oral skills are not well-tested

Science skills are not well-tested

III. Report of the chairman of the 2010 European Baccalaureate Examining Board, Professor Martina KRIŽAJ ORTAR

My opinion and proposals are quite similar to those generated by my predecessors and the external evaluation of the European Baccalaureate. This means that I would also like to draw attention **to the need to ensure a higher level of external factor in the Baccalaureate** (e.g. in preparation of exam papers and oral examination questions and assessment criteria, in selection of examiners, in the calculation of the final note, etc.) and the need to ensure the objectiveness and the comparability of the examination papers (for instance by abandoning the optional tasks of a non-essay type, by examination of linguistic adequacy of translations and by the conceptual compliance of different language versions of the same examination paper).

Concurrently, I partly supplement the proposals of my predecessors for a **different Baccalaureate structure (this means that I propose 6 exams, that is 3 compulsory and 3 optional** – the non-linguistic subjects exams should be written only, compulsory languages exams should be both written and oral, optional language exam should be written only) and I add a proposal for a possibility of **prolongation of examination time for SWALS** (because they will no longer receive the examination papers in their mother tongue).

IV. Report of the chairman of the 2011 European Baccalaureate Examining Board, Professor RNDr. Anna TIRPÁKOVÁ

- External examiners of written and oral examinations should not be the teacher of the pupil.
- The examiner should present the proposition of questions not only to responsible inspectors for a given subject but also to the external experts, who would review them, respectively their production could be also in charge of external experts and the questions could be afterwards controlled by corresponding inspectors.
- There should be written at least two pre-tests in the period of two or three weeks.
- Pre-tests should be written earlier than only two or three month before the Baccalaureate.
- ES should keep in touch with its graduates. I suggest elaborating a questionnaire which every candidate of the European Baccalaureate would get. A student would complete a questionnaire and send it back only after completing the first semester. In the questionnaire, he/she would answer questions such as: Did the knowledge you

achieved in a given subject in the secondary school help you? Which study units would you suggest to integrate, respectively to leave out? Etc. The questionnaires would be scored regularly and could serve as an appropriate tool within the process of curricula innovation. ES would besides other advantages thus have a feedback – the survey of the successfulness of their graduates and could thus very flexibly react on the requirements of universities. For example, they would be able to prepare students for new accredited fields of study established by the universities.

V. Report of the chairman of the 2012 European Baccalaureate Examining Board, Professor Norbert PACHLER

1. Teacher assessment is a potential strength but the European School system may wish to conduct a review to ascertain whether all internal teacher assessment meets research-informed principles and to ensure a more explicitly criterion-referenced approach to teacher assessment.
 - clear standards are set for performance based on holistic criteria;
 - assessment processes are shared with pupils;
 - pupils are encouraged to monitor themselves;
 - mastery and progress orientated feedback is given;
 - encourages pupils to think and is based around good-quality tasks that are anchored in important and relevant subject matter and are engaging, contextualised and equitable;
 - is concrete and within the experience of the learner and takes place in conditions that are not threatening;
 - values the overall quality of the response;
 - features assessment by teachers who have a good understanding of the constructs they are assessing as a key component. (Gipps, 1994/2012)
2. The European School system may wish to conduct an audit in relation to quality assurance arrangements, in particular in relation to the professionalization of the setting of examinations and strategic oversight and operationalization of innovation and change in the system:
 - greater degree of external specialist expertise, e.g. through test setters
 - greater degree of central commissioning, monitoring and quality assuring
3. There is a need for the re-conceptualization of the roles and responsibilities of the Board of Examiners, External / Subject Examiners and the Chair:
 - increase in externality,
 - re-structuring of the Board,
 - lengthening of period of office and
 - reconsideration of terms of reference.
4. The introduction of greater degrees of and scope for standardization of written and oral examinations and results as well as of formative assessment across subjects and schools is desirable.
5. There should be a re-examination of the role of inspectors in relation to the safeguarding of the quality of the European School system and the European Baccalaureate:

- they appear to be asked to perform too many diverse function with a (severely) stretched resource envelope
6. The European School system should take steps to strengthen the quality assurance arrangements in relation to the European Bacculaureate in Type 2 schools.
 7. I recommend a review of the current regulations:
 - more differentiated arrangements for pupils with special educational needs;
 - clarification of re-take options;
 - development of an exit examination as well as an alternative award;
 - third marking;
 - the role of quality of language in examinations;
 - cheating;
 - lines of reporting
 8. Work on the use of criterion-referencing in oral examinations should continue.
 9. The lack of consistency in communicating results across schools should be addressed, e.g. a greater attention should be paid to preserving the privacy of students.
 10. The lack of feedback on the appropriateness or otherwise of their judgments to task setters and first markers is an issue of concern to key stakeholders.
 11. The desirability of the pass mark being set at 6 should be explored.
 12. In terms of curriculum development a stronger focus on the special characteristics of the European School system around culture, values and languages seems desirable.

VI. Report of the chairman of the 2013 European Bacculaureate Examining Board, Mr Bernard DEVLAMMINCK

1. The system's general organisation operated smoothly in 2012-2013 but it is a complex system which can prove fragile whenever changes are introduced. I am thinking of the introduction of new accredited schools, of the new structure of schooling or of the composition of the teaching staff. To guarantee a reliable and fair Bacculaureate system, it is necessary to have a clear vision of the aims and to be in possession of indicators allowing the changes proposed to be evaluated.
2. Harmonisation efforts must be continued. Without calling into question measures aimed at harmonisation of processes which involve external interventions, action needs to be taken internally, within the European Schools, to develop a common pedagogical culture.

To achieve that objective, two means are proposed:

- in-service training of teachers for professional development purposes
 - the importance attached to coordinators in the schools' hierarchy.
3. To avoid turbulence in the system, reforms must be phased in and evaluated at each stage.

4. The days spent marking scripts at the correction centre in Brussels could be made more profitable if they were also used to identify good practices, with a view to even fairer assessment.

VII. Report of the chairman of the 2014 European Baccalaureate Examining Board, Professor Kiril BANKOV

The recommendations below are based on my one-year observation of the European School System. The impression that I formed during my term of office is certainly not comprehensive and probably unbalanced to some extent. I believe that my duty is to give recommendations that are closely related not only to the Baccalaureate but also to the functioning of other aspects of the European School System.

Some of the recommendations will require more time (i.e. years) to be implemented. If accepted, these recommendations may become long-term goals to be achieved in the future.

1. Pre-Bac examination papers to be prepared at the Central Office as is the case with the Bac papers. This is an important step toward harmonisation of the Baccalaureate. Pre-Bac results are taken into account in the final marks in the Certificate. For that reason it is important for the Pre-Bac examination papers to be prepared in a uniform, standardised way.

2. Clear specifications for the Bac (and Pre-Bac) examinations are needed for every subject. The specifications should include the content and the cognitive aspects of the examinations. These documents will not only facilitate the development of the examination questions, but also will make possible judgement of the validity of the examination papers. I think that some of the problems in the chemistry written examination in the 2014 Bac session came about because of the lack of such specifications. These are problems such as: (i) the presence of a question in respect of which it is not clear whether or not it was included in the curriculum; (ii) the time allowed for solving/answering the questions; (iii) the expected level of difficulty of the examination, etc. These problems could be avoided (at least partially) if there were clear specifications for the chemistry examination and a check against them was made by experts. This certainly applies to the examinations in all other subjects.

3. Detailed guides for correction of candidates' scripts are required. The usual practice for the correction of candidates' papers for the Bac examinations is to give the markers guides that contain only the solutions and/or the right answers to the examination questions. It would be better to make these guides more detailed, considering different solutions and describing the award of different scores. The latter issue involves the following situation: how to award maximum or minimum scores is usually clear, but how to award scores for partially correct answers is less obvious. This is a critical issue in scripts with partially correct answers but not a complete solution. My observation showed that there was not usually a big difference in the scores awarded by the two markers. This is probably because the second markers are people who have previous experience as teachers in the European School System. However, I think that an important step towards harmonisation of the examinations is to have a clear common marking and grading scheme for each subject.

4. Involvement of university professors in some of the Bac activities. I found a similar idea mooted by one of my predecessors, Professor Mats Ekholm, in his report on the 2009 Baccalaureate. He proposed including university professors as second markers in the correction of the written examinations. I did not note any progress in that respect. I think that the involvement of university professors is important, for the following two reasons at least: (i) Even

though the European School System works quite well, it is pernicious for it to remain self-contained – communication with other education systems will keep the educational process fresh. (ii) The natural partners for fruitful communication are universities, since one of the goals of the European School System is to prepare students for university studies. University professors may be involved in the development of examination questions, the setting of examination papers and (as Professor Ekholm suggested) in the correction of candidates' scripts. Involvement in the latter activity requires detailed guides (see recommendation 3 above).

5. Two oral examinations. Article 6.6.1.1 of the Arrangements for implementing the Regulations for the European Baccalaureate (Applicable for the year 2014 Baccalaureate session) states that candidates should take three oral examinations. I tried to find out what the purpose/rationale of the oral examinations is. Since I could not find a written statement on the subject, I decided to rely on the common understanding of what oral examinations are for, namely so that students can express their knowledge orally. In school education this is most appropriate for the so-called 'narrative subjects'. Mathematics and the (natural) sciences do not belong in that category. This is the reason why I believe that oral examinations in mathematics and the (natural) sciences do not make much sense. On that basis, I propose that Article 6.6.1.1 (above) be amended so that candidates are expected to take two oral examinations, namely: (i) Language 1 or Advanced Language 1, and; (ii) Language 2 or Advanced Language 2, or History (2 or 4 periods), or Geography (2 or 4 periods).

6. Steps toward harmonisation of oral examinations. I was surprised to find that in some subjects oral examinations are conducted with a different set of examination topics for different language sections, even in one and the same school. I think that it would be far more uniform and easier for each school to prepare only one set of examination topics for all sections. The Central Office should definitely control this process strictly (through the respective inspectors). I certainly understand that for language examinations and for some other subjects it is important to have different sets of questions for different language sections – I am not including them in this recommendation.

7. Maintaining a database and conducting in-depth analysis of the Bac results. The Bac results provide a wealth of data. It is a pity not to use them for in-depth analysis of students' achievements in Bac examinations. My suggestion to the Baccalaureate Unit is to create a 'statistics' section that will maintain the Bac data over the years and will conduct in-depth analysis of students' results. The benefits are that it will be possible not only to compare the level of difficulty of the examinations year by year, but also to track the differences between successful candidates, etc. Using contemporary methods of analysis of examination results, it will also be possible to equate examination papers from different years based on the basic items.

8. Participation in international educational studies. I was informed that the ES, Luxembourg I took part in the PISA study as a school coming under the Luxembourg education system. During my term of office I learned that the European School System is a unique educational entity, not connected to any national education system. In the modern world it is not possible to have a separate existence without information about the System's place amongst other education systems. The most reliable information in that respect can be obtained through participation in international educational studies. This is why I recommend that the European School System should take part in studies such as PISA, TIMSS, PIRLS, etc. There are many benefits to be gained from participation in international studies. They include the fact that these

studies provide intermediate (not just at the end of the school year) and periodic diagnostics of the system.

VIII. Report of the chairman of the 2015 European Baccalaureate Examining Board, Professor Ivana BOZDĚCHOVÁ

Based on the above, I can summarise by stating that, in general, 2015 Baccalaureate examinations were run in accordance with the Arrangements for Implementing the Regulations for the European Baccalaureate and with the Memorandum on the Organisation of the 2015 European Baccalaureate session. Their procedure and results show the continuous efforts made to ensure harmonisation and the quality of the European Schools education.

My suggestions and recommendations to be considered:

1.1. Organisation, procedure and assessment of Pre-Baccalaureate and Baccalaureate examinations

- 1.1.1. Many positive steps have been already undertaken to ensure harmonisation at the European Schools; constant attention should be paid to 1) standardisation of Baccalaureate examination questions and their coherence with the content of syllabuses and the subject matter taught and 2) the explicit application of assessment criteria.
- 1.1.2. Similarly, attention should be always paid to ensuring confidentiality of all examination question papers and examination questions.
- 1.1.3. When dealing with students' appeals, any concessions and compromises should be carefully decided and made only when unavoidable to avoid and minimise establishing potential precedents.

1.2. Pre-Baccalaureate examinations

Communication channels might be opened up between individual coordinators or inspectors and parents after Pre-Baccalaureate examination papers have been corrected. Pointing out the main and general problems, drawbacks and mistakes occurring in candidates' papers might serve to highlight weak areas during the period between Pre-Baccalaureate and Baccalaureate written examinations.

1.3. Baccalaureate written examinations

1.3.1. As common practice shows, detailed and repeated re-reading and corrections of all assignments and tasks in the written papers are crucial both before and after translation into different languages. Constant and alert attention must always be paid to their correctness and the equivalency of content in all language versions, including the correlation between particular terminology in individual languages. This would ensure that questions and tasks are understood by all candidates equally and that misunderstandings are avoided.

1.3.2. Since it is absolutely necessary that all the papers should be marked using the same criteria and marking scheme applied in the same manner, regardless of language section, constant attention should be paid to complete fairness and transparency in the correction and marking of the written Baccalaureate examinations. To avoid unacceptable differences in the marks given by correctors of the same paper some measures could be considered:

1.3.2.1. Marking schemes should be made more specific to include a range of common mistakes and specify how they should be handled.

1.3.2.2. Training should be given to both groups of correctors. Where one of the correctors has not adhered to the marking scheme, he or she must be informed of this fact.

1.3.2.3. The teacher (first marker) should be able to get an explanation of why the second marker awarded a different mark. Possibilities of how to deal with such feedback could be examined.

1.3.2.4. The option for students to be able to review the marked script and then submit it for further correction might be considered.

1.3.3. As recent experience with the Baccalaureate written examinations has shown – this year in Mathematics (details see point 5.2.1 above) and similarly in 2014 in Chemistry – the questions and tasks of examination tests must fully correspond to the content of syllabuses. If not – and especially if this occurs repeatedly – this might affect the prestige of the European Baccalaureate. Constant attention should be paid to ensuring that the examinations are unimpeachable. It is certainly in the interest of the European Schools and therefore the Board of Governors, the Board of Inspectors (Secondary) and the Joint Teaching Committee to consider taking the necessary measures.

1.3.4. Based on the situation regarding the Mathematics and Physics inspector this year, I would like to make one more recommendation. After the withdrawal of Mr P. Brzakala during the school year and with no other Mathematics and Physics inspector to take over his responsibilities in the run-up to the Baccalaureate examinations, the Czech inspector Mrs Drápalová kindly agreed to be appointed as alternative inspector for the 2015 European Baccalaureate Session. To prevent similar situations occurring in future, my recommendation for the Board of Inspectors (Secondary) with the working groups of inspectors for individual subjects would be to consider measures to deal with such emergencies (e.g. the appointment of a deputy inspector for the main Baccalaureate subjects acting during the European Baccalaureate Session with the same duties and responsibilities as the inspector in charge).

1.3.5. Another subject of students' appeals which deserves further attention concerns instruction on how to write the answers: well-marked and highlighted directions could be inserted at the beginning of the form explaining that only answers written on the subject paper are valid (and those written on any other paper will not be considered or assessed).

1.4. Baccalaureate oral examinations

1.4.1. A certain subjectivity of individual examiners' is evident and to certain degree inevitable. To come closer to harmonisation, some more detailed guidance of examination procedure and assessment might be prepared, perhaps in the form of some practical handbook of oral examinations with Guidelines developed by the Baccalaureate Unit. That would be helpful especially for new external examiners and a greater standardisation of the share of intervention by local and external examiners (mentioned above in 5.2.2) might be attempted.

1.4.2. As a possible follow up to Guidelines mentioned in 6.4.1, and with respect to specific situations and needs, brief and focused brainstorming sessions or workshops might be organised for all the examiners, including external examiners, prior to the oral examinations, in the schools themselves.

1.5. Miscellaneous

1.5.1. Problems in communication between parents and teachers are occasionally reported, sometimes in connection with the lack of didactic guidance for teachers to prepare them sufficiently for such interaction.

1.5.2. Inspections of the Chairman of the Examining Board at the Baccalaureate examinations might be planned and scheduled ahead in coordination with Vice-Presidents for the Baccalaureate. That way, more schools and subjects could be observed.

1.5.3. Continuous feedback on the success rate of the European Schools' graduates could present valuable information for and about the European Schools system in different aspects. In particular, information on the scope and number of university entries might increase the prestige of the European Schools system and could be used to assist decisions regarding its structure.

1.5.4. To enhance the continuity of both national Presidency teams and the Chairmen of the Examining Board work and their reports, some more directive guidance might be elaborated, such as pro-forma advice on drafting reports. This would also make it easier for the European Schools management to use reports.

1.5.5. The Chairman of the Examining Board could be more involved in the work of the working groups and Baccalaureate Unit during the school year to improve continuity. He/she might possibly attend working meetings as an observer, to obtain a better understanding and as an opportunity to participate.

IX. Report of the chairman of the 2016 European Baccalaureate Examining Board, Professor Carl WINSLØW

SUMMARY OF RECOMMENDATIONS

While I have strived to argue and explain the following recommendations in more detail above, I will now provide a quick overview of the recommendations which my work as Chair of the 2016 Baccalaureate Examining Board have led me to formulate:

1. The Board of Governors is urged to undertake a serious investigation of whether the current decision and control procedures of the system could be made more efficient and less costly. Possibly new or past administrative audits may provide insights on this point.

2. The BAC unit should, on specific points, reinforce its efforts of communicating the regulations surrounding the Baccalaureate, especially to teachers and external examiners, in order to ensure that rules are known and followed by those who should apply them. In particular, the marking sheet for the written exams should inform correctors that the comment field is obligatory - or, even better, this could be enforced automatically through the new system for digitalized correction. Likewise, the regulations for the oral exam need to be more strongly enforced, particularly as regard the use of marking sheets (to be filled independently by markers, after each exam - again, digitalization may be used to enforce both points). At the school level, efforts to learn and implement existing and new procedures need to be reinforced.

3. The Board of Governors needs to devise and implement measures to ensure that the subject-wise composition of the inspectorate becomes more adequate, to ensure at least one academically qualified inspector in each major subject.

4. The Board of Governors should consider moving resources from unnecessary control mechanisms (like inspection of formal aspects of written and oral exams, or repeats of almost identical exams) to ambitious and ongoing curriculum development, with general audits at least every five years.

5. Concretely, sustainable curriculum development could be ensured by the Secretary General, setting up independent expert panels in the major subjects, with competences and background from at least two national contexts in Europe. The competent inspector should interact closely with this panel but should not directly appoint it. These panels should retain an independent status to ensure the necessary external quality control.

6. In the area of Teachers' Professional Development, I recommend that new initiatives "close to the teaching of specific subjects" be implemented at school level. Working formats of the "lesson study" type hold a significant potential for teacher-led development of teaching, schools and indeed entire the ES system, particularly to allow teachers of the same subject (e.g. Biology) or subject family (eg. foreign language) to develop across sections. We note that as accredited schools are independently managed, special arrangements may need to be made to ensure that the teachers of these schools do not miss out on such new opportunities.

7. The status of locally hired (non-seconded) teachers needs to be scrutinized and possibly reformed, to avoid having what appears (to some) a corps of teachers which is divided in a first and second class.

8. The Board of Governors (as well as other competent committees) should reconsider the status and form of the Prebac: if not abolished entirely as an official requirement, it should at least be considered to reduce its weight to at most 10% of the final mark in the subjects concerned, and to transfer the remaining 20% to forms of assessment which reflect a broader set of subject matter competences (oral exams, project work subject to a partly external assessment, internal assessment of practical work etc.).

9. It is particularly important to ensure that the teaching and assessment of mathematics and science subjects do not end up being entirely focused on routine (even if demanding) technical skills, a danger which is more than latent in current practices. This threatening "narrowness" of scientific subjects will be one of the most important challenges to consider when reforming both syllabuses and exam formats.

10. New forms of assessment may need to be developed in connection to revised syllabuses, and could include measures such as project work which is both internally and externally assessed (for instance, through grading by teachers from other schools, which could also indirectly help to spread good practices in this area - one may also consider devoting the third oral exam to a "defense" of one such project).

11. The didactical and technical challenges of the actual use of handheld calculators need to be reconsidered in a review of the mathematics curriculum, including (but of course not limited to) the regulation and design of written exams.

12. At written exams, some supplementary regulations may prevent irregularities when it comes to collecting students' papers. For instance, it would be better if every candidate remains seated at his place until an invigilator had picked up his papers there, and the standard sheets provided for the students' writing should contain, on top and along with name etc., a field for numbering the sheets.

13. It is neither necessary nor desirable that the students' own teachers partake in the correction of their own student's exam papers. Digitalization should enable new possibilities such as anonymized correction, monitoring the consistency of correctors' grades, and random attribution of correctors across classes and schools.

14. The inspectors' presence at written exams could be reduced or omitted. Their inspection of oral exams should be more focused on their own subject, to monitor the subject matter aspects in addition to the formal procedures, as well as the monitoring of questions (on the learning gateway) for these exams. These points evidently require that 2. and 3. above are thoroughly attended to.

15. When reforming summative assessment formats which carry weight in the final baccalaureate result, one should take care not to increase the weight of internal assessment (i.e. assessment carried out by the teacher of the candidate). My suggestion is that the total weight of internal assessment should not exceed 50%.