



The European Parents' Association of the European Schools

ALICANTE, BERGEN, BRUXELLES I, II, III, IV, FRANKFURT,
KARLSRUHE, LUXEMBURG I, II, MOL, MÜNCHEN, VARESE

Brussels, 27/06/2021

Dear Parents,

Thank you for all of your very useful feedback on the 2021 written Baccalaureate Examinations. We have shared your concerns with the Central Office's Baccalaureate Unit, who have taken these under consideration and when they deemed necessary followed up with measures such as informing the relevant inspector or adapting the instructions to correctors. They have also assured us they will carefully monitor the distribution of marks this year to ensure they are more or less in line with previous years.

In general, this year most complaints fell into three general categories:

1. Effects of competence based assessment (particularly in Maths-3 and -5 and Chemistry) and concerns that the new approach has not been fully implemented in coursework, internal assessment and the Pre-Baccalaureate Examinations;
2. Problems related to the translation of scripts (particularly into DE, IT, ES, PL and CS);
3. Problems related to the layout of scripts (Chemistry and Maths-3) and supporting material provided (Physics and Music).

For the specific concerns raised on each subject, we attach in annex below the separate communications sent by InterParents on the different examinations.

We also provide separately the document "Guidance for administrative and contentious appeals - Bac session 2021" regarding the possibility of submitting a formal appeal, in case you feel that your child has been adversely affected as the result of mal-administration of or procedural irregularity in the Baccalaureate Examination.

It is important to remember:

1. It is only possible to appeal after the formal notification of the Baccalaureate results (in most schools on Friday 2 July);
2. Appeals must be submitted to the Director of your School within 10 calendar days of the notification of the Baccalaureate results;
3. If your child is over 18, only they can appeal; if they are under 18, you must lodge the appeal on their behalf.

We wish our students all the best in the Baccalaureate results and a nice summer to follow.

Pere Moles Palleja
InterParents President



ANNEX I : 3-HOUR MATHEMATICS

Mr. Andreas Beckmann, OSG Deputy Secretary General
Ms. Eva Rudomino, OSG HoU European Baccalaureate
Ms. Marie-Daniele Campion, BAC president
Mr. Asper Yilmaz, ES inspector

11/06/2021

Dear Colleagues,

On behalf of InterParents, I would like to bring to your attention the fact that there seems to be a great deal of concern about this year's Maths 3 paper. As of 7h00 on 11/6/21, we had already received from our constituency:

- 157 unique reports (some of them representing entire classes)
- from 12 schools
- across 9 sections

This already represents an unusually large response from our constituency to a written paper. Rather than wait for all comments to arrive, we therefore thought it sensible to alert you now as we are aware that any measures that might be taken to address issues detected (especially if they involved instructing markers) would need to be initiated as soon as possible.

We enclose, for your information, 2 grids showing the wide range of concerns raised by individual parents and classes on the A part of the exam.

In summary, the chief concerns raised about the Maths 3 paper are as follows:

- The format of questions in Part A of the paper had been completely revised this year, with the result that many candidates are reporting that the level of difficulty of the paper had increased significantly compared with previous years. While we appreciate that there are no specific rules defining level of difficulty for an exam, the average pass rate and distribution profile of marks should be consistent from year to year. A 2ertilizer2 underperformance by candidates right across the board in one year could imply a variation in the level of difficulty that should be counterbalanced through grade moderation. InterParents would therefore like to be reassured that (i) the pass average on this paper and (ii) the shape of the curve of raw scores obtained by candidates are both normal, or will be brought into line with historic performance data in Maths 3 through the moderation process available to the Baccalaureate Board.

- From the reports we have received, in Part B one particular issue stands out from the rest: many candidates apparently did not realise there was a question B5 or only discovered belatedly that it was there. The reasons for this were (i) that the inclusion of a 5th question was unprecedented (Part B in previous years' papers had only 4 questions) and (ii) this unexpected 5th question was not immediately apparent to the candidates as it was the only question on the obverse side of the question paper. InterParents would like to know whether the results for Question 5 reflect lack of awareness of Question 5 or a rushed answer. E.g. what percentage of candidates attempted Question 5 or performed less well than expected in this question.
- There are also a couple of concerns raised about translations or non-specificity of questions:
 - ✓ Question A5 asks to determine the area of a given graph, along with the integral of said graph as help ("Bestimmen Sie den Inhalt der schraffierten Fläche"). Whilst the actual solution to the problem is simple (just a simple operation between the given points) the way in which the question is stated (and particularly the use of the terms "Inhalt" and "Fläche") is rather unclear and confusing, thus the difficulty lies not in the math knowledge or skills of the student, but rather in understanding the unusual and convoluted way in which the question is stated.
 - ✓ The question B5 was as follows (DE original with our own EN translation): „Bestimmen Sie die Erhöhung des Ertrags, wenn die Menge des Düngers um 5kg/ha erhöht wird.“ ("Determine the increase of the yield if the amount of fertilizer is increased by 5kg/ha".) The language of the question was not clear as regards which yield level should be increased. The question contains a table of different yield levels (4,51t; 5,42t; 6,71t; 6,99t; 8,23t; 8,61t) and a sub-question b) asking to calculate the amount of fertilizer for another yield level (9t). Students might therefore have chosen different values as the initial value while still demonstrating full comprehension of the mathematical concept.
 - ✓ InterParents asks for confirmation that this translation issue as well as the issue of the question with multiple interpretations will be examined and revised instructions sent to the markers if/as necessary.

As you might imagine, reassurance that these standard checks and safeguards will be applied as usual would be particularly appreciated by candidates and their families in a year where some fear that the disruption to learning as a result of the pandemic and the migration to a new marking system might cloud the picture and lead to lower marks overall. We gather that similar points have been expressed by the EuroControl delegate to the Board of Governors, Frank Donnelly.

As InterParents, our aim is to collate and communicate general concerns voiced by our membership. By letting parents know that their concerns have been heard and will be addressed, we have often been able to avoid many official appeals being launched in past years. Before communicating with parents on this Maths 3 paper, it would therefore be helpful if we could schedule a short meeting with you to understand your position and any intended actions.

Yours Sincerely,
 Pere Moles Palleja
InterParents president

[In response, InterParents was informed by the Bac Unit on 11 June that the inspectors and experts responsible for Mathematics were analysing concerns and closely monitoring corrections. Appropriate actions would be taken if necessary. InterParents followed up on 15 June with a further substantive concern.]

Mr. Andreas Beckmann, OSG Deputy Secretary General
Ms. Eva Rudomino, OSG HoU European Baccalaureate
Mr. Asper Yilmaz, ES inspector

15/06/2021

Dear Colleagues,

Further to our communication last Friday 12th June, we have an additional substantive concern about the Maths3 Part B paper, specifically regarding a translation error in the Polish version of the paper. In question B1b, the word “tangent” in English has two meanings expressed by two different terms in Polish. In question B1b, “tangent” was translated to “tangens” rather than to the correct term “styczna”. Thus the Polish version required students to calculate the “tangens” which made no sense in the context of the particular task. This meant that many of the students were either confused by the question or eventually reached the answer by a roundabout method requiring more time than necessary and taking time from other tasks.

InterParents would like some assurances that this issue will be examined and that instructions will be issued to the markers if appropriate. We believe that we should also monitor Polish results on this examination to see if the mistake had a larger impact on the students’ performance.

Kind Regards,

Helen Valentine & Pere Moles Palleja
on behalf of InterParents

[The Bac Unit replied on 21 June that the issue was checked with Ms Łączyńska, who is co-responsible for Math—together with Mr Yilmaz, the inspector—and a Polish-speaker, and the scripts of Polish pupils were also examined. The opinion was that there was no mistake in the Polish version and thus no corrective action was necessary. The same translation was used in the past. After discussions at a meeting on Bac concerns on 23 June, InterParents followed up.]

Dear Ms Rudomino,

Per our discussion this morning, I am forwarding you the note received from Polish parents explaining more deeply their concerns on the Maths3 exam question B1b.

Best,
Katie

Dear Kate,

We cannot agree with this explanation of Ms Łączyńska, and we would like to provide the detailed

information checked with a Polish Math teacher who was teaching for 20 years in English and in Polish. In the English and French versions, the word “slope” appears, which is the equivalent of the Polish word “współczynnik kierunkowy”. Thus, the students of the English and the French sections were asked to read the slope of the tangent to the curve. The word “slope” has not appeared in the Polish translation, but its geometric interpretation, which made the task much less understandable for the students.

We find that such a translation is against the provision:

“The examination papers are identical for all students in all the language sections in the School”

Question in English version:

b) Determine the slope of the tangent to the graph of f at the point where $x = 1$.

Question in French version :

b) Déterminer la pente de la tangente au graphique de f au point d'abscisse $x = 1$.

Question in Polish version:

b) Wyznacz tangens kąta nachylenia stycznej do wykresu funkcji f w punkcie o odciętej $x = 1$.

One word “slope” has been replaced in the Polish version with the words: “tangens kąta **nachylenia**”. **The correct translation from English should read:** “Wyznacz współczynnik kierunkowy stycznej do wykresu funkcji f w punkcie o odciętej $x=1$.”

Concerning the use of this terminology in the past, the same translation was used in the additional Bac 2020 in September for one pupil who has no chance to check the translation with the other languages versions.

In mathematics, the **slope** or **gradient** of a line is a number that describes both the direction and the steepness of the line.[1] Slope is often denoted by the letter m ; there is no clear answer to the question why the letter m is used for slope, but its earliest use in English appears in O'Brien (1844)[2]who wrote the equation of a straight line as “ $y = mx + b$ ” and it can also be found in Todhunter (1888)[3] who wrote it as “ $y = mx + c$ ”. [4]

Slope is calculated by finding the ratio of the “vertical change” to the “horizontal change” between (any) two distinct points on a line. Sometimes the ratio is expressed as a quotient (“rise over run”), giving the same number for every two distinct points on the same line. A line that is decreasing has a negative “rise”. The line may be practical—as set by a road surveyor, or in a diagram that models a road or a roof either as a description or as a plan.

Additionally the solution diagram prepared by the experts does not refer to the tangent of the angle (tangens kąta), but the slope of the tangent (współczynnik kierunkowy stycznej).

The math teacher has checked the syllabus for levels 6 and 7 and has not found the geometrical interpretation of slope “współczynnik kierunkowy” like tangent of the tangent angle.

Parents of the Pupils of the Polish section.



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ANNEX II : 5-HOUR MATHEMATICS

Mr. Andreas Beckmann, OSG Deputy Secretary General
Ms. Eva Rudomino, OSG HoU European Baccalaureate
Ms Marie-Daniele Campion, BAC president
Mr. Asper Yilmaz, ES inspector

15/06/2021

Dear Colleagues,

For the Maths 5 exam, we have received over 40 communications (including from classes or groups) from 9 language sections in 7 schools which we feel we should bring to your attention.

Firstly, numerous candidates apparently had difficulty with **question B4 on “sequences”**, which asked explicitly that students “use your calculator in a)”. The instructions for B4a were: “Draw the web diagram of (u_n) .” When students actually attempted to use the calculator for this problem, however, calculators became blocked and in some cases automatically restarted—in the process deleting the notes that students had for other parts of the exam. In this case, students did not complete the exercise or did so manually in apparent contradiction to the instructions. As you consider how to respond to this issue, which arose solely because of the instruction to “use your calculator”, we would ask that you please bear in mind the disruption caused and time lost for affected candidates, which impacted not only this question but overall time management during the exam.

Secondly, concerns were raised by many people about the translation of this examination paper into certain languages, with specific complaints received about Italian, Spanish and Czech versions.

- We would draw particular attention to **question A3 on “expected values”**, which contains a translation error which will effectively penalise students in some languages.
 - ✓ FR: “Calculer la somme d’argent que, *en moyenne*, Albert s’attend à sortir de sa poche” (our emphasis).
 - ✓ DE: “Berechnen Sie den Geldbetrag, den Albert *im Durchschnitt* aus seiner Tasche zu holen erwartet.”
 - ✓ IT: “Calcolare il valore atteso della somma di denaro che Alberto estrae dalla sua tasca.
 - ✓ EN: “Calculate the expected sum of money that Albert takes out of his pocket.”
 - ✓ ES: “Calcula la suma de dinero esperada que Albert saca de su bolsillo.”
 - ✓ CS: “očekávaná hodnota” was used instead of “střední hodnota” (we don’t have a copy of this paper so cannot provide the full sentence).

The expression “en moyenne” or “im Durchschnitt” meaning “on average” is not present in the Italian, English or Spanish versions of the exam. In Spanish the sentence is particularly colloquial; we suspect something similar in the Czech version.

Without the inclusion of “on average” the question remains ambiguous with two possible interpretations: 1) what is the most probable amount of money if he takes out two coins from his pocket at random (between the two possible events taking out 40 cents or 70 cents)? 2) what is the expected value or mathematical expectancy?

The fact that the question was more clearly explained for French and German students introduces a real language bias into the results. Thus, InterParents asks that the results for this question be analysed across all language versions and expect that both interpretations of the question will be accepted as equally valid under the circumstance.

- There was also a concern about the translation into Italian of the last part of **question B1**, in which students were asked to analyse how a function changed with the variable, and specifically demanded that the equation "be changed to reflect this" (paraphrasing). In the end, the solution did not lead to a change in the original equation. To determine whether any action needs taking on the marking of this question, we trust that you will look at how the Italian candidates managed (or didn't manage) to tackle the question in attempting to follow the confusing instruction. The confusion risks putting Italian students at a disadvantage compared with their peers in other language sections.

Finally, it was claimed that the Geometry sections of the test were not reflective of the syllabus and specifically with **question A7** introducing a “cuboid”, which is not mentioned in S7 or S6 syllabuses; spheres are the only solids explicitly mentioned in the syllabus.

Otherwise, we were notified of similar concerns among parents and candidates as for both the Math3 and Chemistry exams: They noted changes in types of questions which required more thinking and importantly more time for students to complete, with several well-covered topics completely absent. This suggests that there may be an irregular pattern in the results, with either a shifted average or unusual distribution of results relative to previous years. As with the other exams, InterParents hopes that the Bac Unit will look seriously at any variation from past averages and distributions and moderate if/as needed to ensure that this year's candidates are not disadvantaged further than they have already been by the pandemic and that the stability of the baccalaureate is maintained through this transition year.

Kind regards,

Helen Valentine & Pere Moles Palleja
On behalf of InterParents

[InterParents received a reply from the Bac Unit on 18 June noting that this feedback had been shared with the inspector in charge of Maths.]



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ANNEX III : GEOGRAPHY

Mr. Andreas Beckmann, OSG Deputy Secretary General
Ms. Eva Rudomino, OSG HoU European Baccalaureate

15/06/2021

Dear Ms Rudomino,
Dear Mr Beckmann,

We have received some complaints on the Geo exam and were able to check the issues against the papers you have kindly sent us yesterday. The issues relate to DE translations and lack of clarity in DE, FR and EN versions.

1) Question 1a

The German version is formulated in a more complicated way than the FR and EN versions and contains a spelling mistake (highlighted in yellow):

*Definieren Sie, was Sie unter einem klassischen "Klimadiagramm" **versehen**.*

Considering that GEO DE is for L2 DE students, any unnecessary complexity in the language should be avoided and has put the GEO DE students in a disadvantage compared to the GEO FR and EN students.

2) Question 2b

*DE: Zeichnen Sie unter Berücksichtigung von Abb. 2.1 ein Diagramm mit drei unterschiedlichen Strukturen in der Stromerzeugung 2017 **aufweisen**.*

FR : En utilisant le document 2.1, construisez un graphique illustrant trois différentes structures de production électrique dans l'U.E. en 2017.

EN: Using Figure 2.1, draw a graph to illustrate three different structures of electricity production in the EU in 2017.

In all 3 language versions, the question was not clearly formulated. It is not clear if the three different structures to draw a graph on relate to compare for example solar energy production in 3 different countries or is it requested to do a 3-country comparison of their national energy mix. It could eventually only become clearer reading question c. This has led to confusion on what item the reply should be based and resulted in a loss of important exam time and uncertainty if the correct interpretation was finally chosen for the reply. This is particularly serious since it concerns 10 points of the whole geography exam. The German version has in addition a serious grammatical error (highlighted in yellow) which makes it even less understandable and certainly not under pressure.

3) Question 2ci

Beschreiben Sie kurz die **Struktur der Primärenergiequellen zur Produktion von Strom** in Ihren drei für das Diagramm ausgewählten Beispielländern.

This translates: *describe briefly the structure of primary energy sources for production of electricity*, which does not correspond with the FR and EN versions. The English version: *Describe briefly the structure of electricity production* in the three countries you have selected in your graph, is much easier to understand and is in line with the syllabus, while the German version is asking for energy sources and not the electricity production and the term *Primärenergiequellen* as well as the expression *Struktur der Stromerzeugung* had not been used in class and was not part of the material distributed by the teacher in the past 2 years.

4) Question 4b

DE: Erklären Sie drei Ursachen dieser Veränderungen mit jeweils einer Hintergrundinformation

EN: Select any three of the above changes and use a specific cause to explain each change.

FR : Sélectionnez trois des changements ci-dessus et utilisez une cause spécifique pour expliquer chacun de ces changements.

Again, this DE translation does not correspond to the EN and FR versions. It is more complex and has no explicit reference to the four changes in question a.

We hope, correctors could be made aware of these problems and that you may consider corrective measures.

Kind regards,

Helen Valentine & Pere Moles Palleja
On behalf of InterParents

[In response to InterParents' letter, the Bac Unit informed on 15 June that the input had been shared with the inspector responsible for Geography.]



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ANNEX IV : CHEMISTRY

Mr. Andreas Beckmann, OSG Deputy Secretary General
Ms. Eva Rudomino, OSG HoU European Baccalaureate

15/06/2021

Dear Colleagues,

InterParents has received reports of a number of issues and concerns raised by candidates and their parents relating to the Chemistry written Baccalaureate exam, to which we feel we should alert you.

A specific issue raised by many was the printing of the periodic table on the back of a question sheet and not on a separate 'reference' sheet. This caused problems among candidates using the periodic table for reference in several questions; they did not realise that the last question (**B2c**) was printed on the other side of the sheet containing the table, which apparently led some candidates to overlook the question in the stress of exam conditions. In view of the unfortunate juxtaposition of the table and isolated question B2c, InterParents would like to know what percentage of candidates failed to answer this question.

The rest of the feedback we have received on the Chemistry 2021 paper seems to point to candidates finding the exam harder, for a variety of reasons, than the papers of previous years. (See below* for details and examples.) In this first year of applying the new attainment descriptors and the New Marking Scale, we all realise that it is important for the reputation of the Baccalaureate, and for its acceptance in Member States, that there is a consistent performance profile before and after the change. It is therefore expected that you will be scrutinising the results especially carefully this year for any signs that the exam might, in any way, be more or less demanding than it should be. If you find evidence that the raw marks lead to distortion of the average grade and/or grade distribution curve, InterParents would like to receive your assurance that appropriate steps will be taken to remedy the situation, by moderation or other means. Such assurance will assuage the fears of candidates (and their families), who have worked through an exceptionally difficult Baccalaureate cycle, and will hopefully thereby avoid the launch of many unnecessary official complaints.

With best regards,

Helen Valentine & Pere Moles-Palleja
On behalf of InterParents

Specific points raised with InterParents, to be investigated as possibly contributing to this year's chemistry paper being too demanding overall:

- More creativity and application of knowledge was required this year, with some questions using unnecessarily complex language. If such an approach is a consequence of the new attainment descriptors, then why was this approach not followed for the preBac exams and in the course work and internal assessment over the past two years? (The introduction of a novel and untried approach in the Bac, when the last two academic years have been so severely disrupted, seems particularly problematic.) *Question B1b) iii was highlighted as over-long and unnecessarily complicated.*
- It was also felt that the emphasis was too much on material drawn from S6 rather than from S7. Notwithstanding the fact that the syllabus acknowledges “The examinations will [...] also test knowledge gained in the previous years, especially year 6”, it also states, “The examinations will normally cover the year 7 syllabus.” *An example given was the question on hybridisation.*
- There was uneven coverage of the syllabus. *For example, there were no questions on mechanisms and pH curve of alcohol reactions even though these topics are major topics on the syllabus, whereas electronegativity B1c and topics treated in B1c) ii and iii were only briefly covered in the syllabus. Moreover, it was felt that the decarboxylation reaction in question B2c) ii did not feature as part of the syllabus as it was taught to the students.*
- The exam was too long for the time allocated. *For example, in previous years, molar masses were provided as part of the question but in this year's paper the students had to spend valuable time calculating them themselves—but the questions were not shortened to compensate.*

[In response to InterParents, the BacUnit asked for more information about the Periodic Table issue, noting that it should have been a separate sheet stapled to the packet but that the style used for page and question numbering was intended to prevent students from overlooking questions. The inspector responsible for the subject communicated the following on 17 June.]

Dear InterParents, dear Helen Valentine & Pere Moles-Palleja,

Thank you for contacting me with your issues relating to the chemistry written bac. I have endeavoured to answer the issues (without going into too much detail) below.

Yours sincerely,

Alex Coenen
Inspector for Chemistry

Periodic table

Thank you for raising this point, the Bac Unit is currently investigating the issue with printing of the periodic table. However, even if printed on the back of the page with the last part of the questions, this did not have consequences for the answering of question B2c which concerned organic chemistry and did not require reference of the periodic table.

Candidates found the exam harder

The average mark for the last ten written chemistry exams (when the pass mark was a 6) was 7,15. This year the average has dropped, but only to around 6,7, while the pass mark has dropped to a 5. From the grades I would conclude that the exam was easier rather than harder than previous years. My main concern at the moment is that the grades for the ES 2021 chemistry bac are rather high.

If you find evidence that the raw marks lead to distortion of the average grade and/or grade distribution curve, InterParents would like to receive your assurance that appropriate steps will be taken to remedy the situation, by moderation or other means.

As you state ‘it is important for the reputation of the Baccalaureate, and for its acceptance in Member States, that there is a consistent performance profile before and after the change’. Therefore it’s stated in the ‘Arrangements for Implementing the Regulations for the European Baccalaureate (Applicable for the Year 2021 European Baccalaureate session)’ that ‘Calculation can be changed; marks could be subject to moderation’. I can assure InterParents that the ES baccalaureate president will be looking at this option.

More creativity and application of knowledge was required this year

This is correct. This year was the first year that the new marking system based on competencies was applied in the exam. The chemistry exam evaluates the three competencies ‘reproduction’, ‘analysis’ and ‘application’. This has resulted in a shift resulting in a bit less reproduction and a bit more application.

Uneven coverage of the syllabus/too much material drawn from S6/not in the syllabus

As always there were two questions on inorganic chemistry and two questions on organic chemistry. Questions such as ‘Define the term’, ‘write the equation for’, ‘calculate the pH’, ‘calculate the volume’, ‘calculate the mass’ or ‘identify the electrode’ can literally be found in most of the past ES chemistry exams. To achieve the highest marks we do indeed ask students in a few questions to apply knowledge in unfamiliar situations.

The exam was too long

The exam was not longer than other years, around 50 questions. However I do agree that the exam is rather long. We can certainly look at the possibility of shortening it in the future. But to be clear, this would only make the exam shorter and not easier.

[InterParents followed up with the following letter on 21 June.]

Dear Mrs Rudomino,

Thank you for your response.

Regarding the point raised about the periodic table, we have now received feedback from the majority of the schools. With the exception of Luxembourg II (who printed the periodic table on a separate sheet as well as on the back of the last question), all the schools that have reported back have confirmed that the pupils received the periodic table only on the reverse side of questions as depicted below.

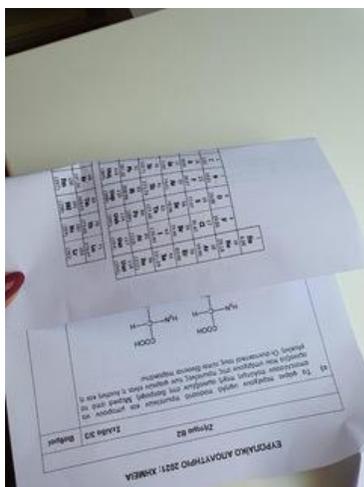
The issue is not a question of whether or not it was needed to answer the question on the reverse, but rather that because of its positioning, some pupils missed the question on the reverse. Therefore we would like to understand how many pupils missed answering this last question.

We would like also to express our concern about the assumption that the average was too high, based on a comparison with two years ago. Firstly, the assessment has moved from a knowledge-based system to a competence-based system, rendering the comparison between results impossible. Secondly, the Chemistry results should be compared with the average results of the other options rather than with the results of the previous Bac exams as the choice made by students should be neutral in terms of results. It is apparent from the analysis of the results in 2019-2020 that the average in chemistry was below the average of the other options. By comparing 2020-2021 with the previous years with a lower than average result, Chemistry students would be penalized compared to the other students.

If this is purposely intended by the Central Office, this intended lower result should have been clearly advertised to students in S5 and S7 to allow them making an informed decision about the choice of options for S6 and for the Bac written exams.

Best regards,

Pere Moles Palleja
Interparents





ANNEX V : PHYSICS

Mr. Andreas Beckmann, OSG Deputy Secretary General
Ms. Eva Rudomino, OSG HoU European Baccalaureate

13/06/2021

Dear Mrs Rudomino,
Dear Mr Beckmann,

We have received a few complaints on the Physics exam, drawing attention to the difficulty of questions 2 and 3. We wanted to alert you to one very specific complaint.

Students at the Alicante school apparently did not receive graph paper for this exam. This, despite the fact that question 4dii explicitly requires that graph paper be used to draw a graph. We include below the text of the complaint itself:

*9th June 2021, during the Physics BAC paper, the European School of Alicante did not provide graph paper to any student that was doing the paper. The graph paper was needed to answer the question **Q4.d)ii.** in which students needed to draw a graph showing the radioactive activity for 32 days of the I-131. No candidate of the European School of Alicante had the graph paper to answer the question properly which states:*

ES: "La actividad radiactiva de una muestra recién preparada de I-131 es $6,4 \times 10^5$ Bq. Su período de semidesintegración es de 8,0 días. Utilice papel milimetrado para representar en una gráfica la actividad radiactiva de la muestra durante los primeros 32 días"

(In EN: The activity of a freshly prepared sample of I-131 is 6.4×10^5 Bq. The half-life is 8.0 days. Use graph paper to draw a graph showing the activity of the sample during the first 32 days.)

We have approached the Alicante direction with this problem, and they concur that no graph paper was given. They explained that the graph paper was not mentioned among the authorised material to be provided for the exam listed on the first page (see screen shot below). However, we would note that graph paper is also not listed on the Maths 3 and 5 papers. We ask that the BAC unit reviews the instructions issued to individual schools regarding material to be provided by the schools and by the students.

We ask that you take this issue—which seems to be specific to Alicante students in Physics (and maybe Maths)—into account when marking the exam.

We would also ask that you address this issue with the schools in any future exam.

Kind regards,

Helen Valentine & Pere Moles Palleja
on behalf of InterParents

DATE: 9 June 2021

DURATION OF THE EXAMINATION:

3 hours (180 minutes)

AUTHORIZED MATERIAL:

- Calculator TI-Nspire in mode Press-to-test
- Pencil for the graphs
- Formelsammlung
Formula booklet
Recueil de formules



PARTICULAR REMARKS:

- Use a different page for each question.
- Answers must be supported by explanations.
They must show the reasoning behind the results or solutions provided.
If graphs are used to find a solution, they must be sketched as part of the answer.
- Unless indicated otherwise, full marks will not be awarded if a correct answer is not accompanied by supporting evidence or explanations of how the results or the solutions have been achieved.
- When the answer provided is not the correct one, still some marks can be awarded if it is shown that an appropriate method and/or a correct approach has been used.



ANNEX VI : HISTORY

Mr. Andreas Beckmann, OSG Deputy Secretary General
Ms. Eva Rudomino, OSG HoU European Baccalaureate

05/06/2021

Dear Ms Rudomino,
Dear Mr Beckmann,

There have been a few issues brought to our attention over the course of the past week that we understand have also been already raised with you.

[special case ...]

Secondly, regarding the history paper, we understand that on page 2/8 a cartoon in German was translated wrongly into EN. “Halte aus” was translated into “keep out” instead of “hold on”. Were all impacted pupils in all schools informed of this translation issue, and at what point in the exam were they informed? Our understanding is that in at least one school the information about the translation error came very late in the exam (15 minutes before the end) and that no extra time was allocated for this issue,. Can you confirm that this issue will be taken into account by all correctors?

And finally, could you please send us copies of the chemistry paper in EN, FR and DE. We have received a number of complaints that the paper was concerned too long and a couple of others concerning language used and the location of the periodic table vis-à-vis the questions.

Thank you in advance for your feedback and please do let us know if you would like any more detail about the issues raised to date.

Kind Regards,

Helen Valentine
On behalf of InterParents

[InterParents received a reply from the Bac Unit on 7 June that the correctors of the History paper had been informed about the translation problem.]
