



Department
for Education

The European Baccalaureate

**Information for admissions officers of
universities and other higher education
institutions**

August 2016

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The European Baccalaureate – An Overview

Aim

The aim of this document is to summarise the key elements of the European Baccalaureate (EB) to assist admissions officers at universities and other institutions of higher education in the United Kingdom. It may also be of interest to parents and potential employers. The document is issued by the Department for Education, replacing the guidance produced in 2013.

Introduction

The EB is the school-leaving examination for pupils who attend one of the European Schools located across the European Union (EU). There are currently around 25,400 pupils in the system as a whole and approximately 2,000 take the final examination each year, of which approximately 40% apply to UK universities. These numbers are growing annually as the system expands. The European Schools were established to educate the children of parents working in EU institutions but also educate other children.

The European Schools have high academic standards. A broad curriculum is followed throughout the secondary phase. Pupils take subjects such as history and geography in their second language from Year 3 (Year 9 in the English system). Although the schools are open to the whole ability range, children must pass each year and meet clear academic criteria. If not, they must repeat the year and ultimately leave the school if they fail the same year twice.

Validation

The EB is officially recognised by EU treaty¹ as an entry qualification for higher education in all EU countries, as well as many others. As a result, European School pupils attend universities all over Europe and beyond. The examining board, which oversees the setting and assessment of the EB examination, is chaired by a university professor and is composed of examiners from all EU countries. Examiners are appointed annually by the European Schools Board of Governors and must meet the requirements laid down in their home countries for appointment to examining boards of the same level. The close scrutiny of the examining board, which demands double assessment of the final written and oral examinations, guarantees the high level and quality of the EB.

¹ Following the EU referendum on 23 June 2016, the UK remains a full member of the European Union and all the rights and obligations of EU membership will remain in force until such time as the UK exits the EU.

The Baccalaureate

The EB is a demanding qualification where pupils must study 10 or more subjects. Pupils are required to study their own language, at least one foreign language to a high level, history and geography in that foreign language, mathematics, at least one science subject, philosophy, physical education and religion/ethics. They must add option subjects to this, for example more sciences and languages, or the same subjects at a higher level. This means that, despite the large compulsory element in the EB, pupils are able to build up a programme that reflects their particular interests and strengths. The EB diploma is based on performance in the final year.

A pupil taking the minimum number of periods/lessons receives over 1,500 hours of teaching during the two-year European Baccalaureate programme studied between the ages of 16 and 18. In addition a pupil's individual programme typically includes independent projects, completion of extended essays and self-guided study which encourage and promote flexibility and resilience.

The Marks

To obtain the EB a pupil must obtain a minimum of 60% overall and, in theory, scores can range up to 100%. A mark out of 10 is also awarded for each individual subject. Pupils therefore have to be able to perform well across a wide range of academic subjects to obtain a good overall score in the EB.

Section 1: The Schools

The European Schools were established in 1957 to educate the children of employees of EU institutions such as the European Commission, such as the European Patent Office and European Central Bank. Children of these employees are entitled to a place in a European School. In addition, a number of organisations have contracts with the European Schools which guarantee entry. The children of European School teachers are also entitled to a place. Children outside the above categories may also be admitted (as fee-paying pupils) where schools have capacity.

There are currently 14 European Schools, in seven EU countries, which are administered by the European Schools Board of Governors. In addition, a growing number of Accredited European Schools have been or are in the process of being established, the first of which are now taking the EB. They are administered and financed by the national education systems of the individual EU Member States and fully accredited by the European Schools Board of Governors.

All European Schools follow the same structure and are subject to pedagogical inspections and audits by inspectors mandated by the Office of the Secretary-General of the European Schools every two years. Programmes and evaluation processes are identical, including the final EB examinations.

See **Appendix 1** for a full list of all European Schools.

Section 2: The Pupils

Pupils are educated from age 4-19 in the European Schools at Nursery (two years), Primary (five years) and Secondary level (seven years). Each school has a number of language sections. All pupils are enrolled in a language section which is usually that of their mother tongue or of their first foreign language (L2) if they have a mother tongue for which there is no language section in the particular school.

They start lessons in a second language from Primary 1 (age 6) and must continue with their second language until they complete the EB. In years 3 to 7 (age 13 to 17) of the Secondary cycle, pupils must also study history and geography in their second language. Pupils start their third language from Secondary 1 (age 11).

Pupils in the European Schools are obliged to use the foreign language(s) they learn in their everyday life and in communication with fellow pupils and other members of the school community. This contributes in a significant way to an excellent working knowledge of languages which in turn can help with communication skills and integration with other pupils.

The breadth of subjects studied in the European Schools means that pupils are encouraged to become capable organisers and self-motivators. The curriculum supports pupils to be flexible in their approaches to learning and study, and promotes problem solving.

Because of the unique combination of language and other skills promoted, the European Schools foster a multicultural outlook in pupils which can be a great advantage in both higher education and in subsequent employment.

Finally, it is important to note that pupils are required to attain a certain level of academic achievement each year before they can be promoted to the next year.

Section 3: The Curriculum

In the secondary school, pupils are taught in 45 minute periods with a minimum of 31 and usually a maximum of 35 periods per school week.

The secondary school curriculum is divided into three stages.

Year 1 to 3

Pupils follow a broad academic curriculum including languages 1, 2 and 3, mathematics, integrated science, religion/ethics and sport. History and geography are taught in language 1 in years 1 and 2 and in language 2 from year 3 onwards.

Year 4 and 5

Pupils continue to follow a broad curriculum during these two years which includes a large number of compulsory subjects.

They must take mathematics for 4 or 6 periods per week and languages 1, 2 and 3 (all taught in the language concerned). Biology, chemistry and physics are studied for 2 periods per week each. History and geography are studied for 2 periods each in the pupil's second language. At least two option subjects must be chosen from, for example, language 4, economics, Latin, Greek, art, music and IT.

At the end of year 5 pupils are awarded an overall year grade in each subject based on coursework assessment and two sets of examinations, the second of which is harmonised across language sections.

If a pupil leaves a European School at the end of year 5, equivalent to year 11 in English schools, they will receive an S5 certificate, commonly known as a 'leaving certificate'. This is not considered equivalent to a GCSE because the certificate is not subject to external assessment and moderation.

Year 6 and 7

These two years lead to the EB. Pupils study 10 or more subjects and are examined by means of written and oral examinations and by continuous assessment, which includes internal exams.

There is a core of compulsory subjects which include language 1 (mother tongue), language 2 (first foreign language), mathematics, history, geography, philosophy,

religion/ethics and sport. In addition, if no science subject is taken as an option subject, pupils must also take a course of two lessons per week in biology.

Pupils must take a minimum of two option subjects of four lessons per week and may take as many as four. These subjects may include each of the separate sciences, social sciences, Latin, art, music, philosophy and languages 3 and 4. Mathematics can be taken as a three-lesson or five-lesson per week course. Additional advanced courses of three lessons per week may be taken in mathematics, language 1 and language 2.

Pupils may also choose **complementary courses** of two lessons per week such as practical science, introductory economics, art, music and theatre. The table below is an example of the choices available.

Sample Course Structure: Years 6 and 7

Subject Choice – General Rules

Total Study Programme: **minimum 31 periods.**

Columns 1 to 4: **minimum 29 periods**

Column 3: **minimum 2 options, maximum 4 options**

COMPULSORY SUBJECTS		OPTION SUBJECTS				COMPLEMENTARY SUBJECTS (examples)
Column 1	Column 2	Column 3	Column 4	Column 5		
Language 1 4p	History 2p	Art 4p	Advanced L1 3p	Art 2p		
Language 2 3p	Geography 2p	Music 4p	Advanced L2 3p	Economics 2p		
Maths 3 3p	Philosophy 2p	Biology 4p	Advanced 3p	IT 2p		
or 5p	Biology 2p	Chemistry 4p	Maths	Lab Biology 2p		
Maths 5 1p		Physics 4p		Lab Chemistry 2p		
Religion/Ethics 2p		Geography 4p		Lab Physics 2p		
Sport		History 4p		Music 2p		
		Philosophy 4p		Sociology 2p		
		Economics 4p		Politics 2p		
		Latin 4p		Theatre studies 2p		
		Ancient Greek 4p		Language 5 2p		
		Language 3 4p				
		Language 4 4p				

See **Appendix 2** for an example of course structures.

Section 4: Assessment

The grading system for individual subjects uses a 0 to 10 scale with 6.0 as a pass mark. When a candidate is awarded the EB, the overall mark is expressed as a percentage and 60% is a pass.

There are three main components that contribute to the overall mark.

The relative contributions of the components to the EB are:

- Preliminary mark 50%
- Written Examinations 35%
- Oral Examinations 15%

Preliminary Mark

Harmonised internal examinations constitute 60% of the preliminary mark. The remaining 40% is continuous assessment throughout the year.

Written Examinations

Candidates take five written examinations which must include language 1, language 2, mathematics and two of the 4-period option subjects. These examinations are set by a panel of subject specialists. Marking is carried out by subject teachers and by external examiners. The two marks are averaged, with overall supervision by the subject inspector.

Oral Examinations (certain restrictions apply)

Candidates take three subjects as oral examinations

- language 1 (advanced, if studied)
- language 2 (advanced, if studied)
or history (in L2)
or geography (in L2)
- a four-period option subject if not taken as a written exam
or a two-period subject from Column 2 of the table
or advanced mathematics (compulsory if this has been studied)

Section 5: Examination Results

The average overall pass rate in the EB has been around 98% over the last five years (2011-2015). This exceptionally high figure reflects the fact that any pupil sitting the final examination has already been through a rigorous annual monitoring procedure after joining the system. 8,117 pupils took the EB over this five year period.

The average overall mark in the EB across the schools has risen only very slightly over time and the average over the five years is very close to 78%, with a modest increase in the percentage of pupils obtaining marks of 80%+.

Note: It is extremely difficult to score 90% or more. This reflects the demanding nature of the examination process and the fact that pupils need to perform very well across a very broad range of subjects.

See **Appendix 3** for an approximate conversation table.

The table below gives the overall percentage mark distribution for pupils taking the EB over the last five years (**to 2015**):

%	0-59.99	60-64.99	65-69.99	70-74.99	75-79.99	80-84.99	85-89.99	90-94.99	95-100
2010-11	1.76	8.19	15.38	16.81	18.85	19.27	12.09	6.76	0.88
2011-12	2.62	6.74	14.03	15.73	19.75	20.16	13.42	6.94	0.61
2012-13	2.17	7.59	12.01	17.63	17.95	19.27	16.57	6.01	0.79
2013-14	1.73	6.79	13.35	17.92	19.97	18.74	14.23	6.67	0.59
2014-15	1.67	6.40	12.62	15.61	18.08	21.96	15.20	7.51	0.94
AVERAGE PERCENTAGE	1.99	7.14	13.48	16.74	18.92	19.88	14.30	6.78	0.76
CUMULATIVE PERCENTAGE	100	60% or more 98.01	65% or more 90.87	70% or more 77.39	75% or more 60.65	80% or more 41.72	85% or more 21.84	90% or more 7.54	95% or more 0.76

The table below gives a brief summary of the average and cumulative percentage mark distribution for pupils taking the EB over the last five years (**to 2015**):

Mark Range	90 or more	80-89.99	70-79.99	60-69.99	Less than 60
Average % of pupils	7.5	34.2	35.7	20.6	2.0
Mark Range	90 or more	80 or more	70 or more	60 or more	Including below 60
Cumulative %	7.5	41.7	77.4	98.0	100

While it is difficult to make direct comparisons between the pupils taking the EB and those taking domestic academic examinations such as A levels, attention is drawn to the results of the PISA-based test for schools in which the European School Culham in Oxfordshire participated in 2012. The test allowed comparisons to be made between the performance in reading, mathematics and science of European School pupils (aged 15) and the UK's results from the national PISA 2012 assessment. In all three subjects the pupils at the European School Culham achieved scores which would have put them in the top 25% of UK pupils (state and private), and the top 10% in mathematics.

PISA report on the European School Culham

http://www.esculham.co.uk/wp-content/uploads/2013/03/PISA-Based-TestforSchools_The-European-School-Culham-report-ebook-1.pdf

See **Appendices 4** and **5** for other sources of information and statistics.

Section 6: English Language in the European Baccalaureate

English Language 1

This compulsory mother tongue course is taken by almost all pupils in the English section. From the sixth year of Secondary school it may be taken at advanced level in addition to the main course.

Assessment: Written and oral examinations require pupils to produce critical essays in response to both unseen texts and those which they have studied throughout the course. Skills in structuring analytical work and level of language sophistication are assessed. Pupils who have followed the advanced course take their final examinations at this level. Teaching is to A level standard or International Baccalaureate Higher level.

A grade 6.0 (pass) in the EB would be sufficient to follow a non-literary UK university course.

Note: Non mother-tongue pupils may choose English L2, L3 or L4.

English Language 2

This compulsory course is taken by pupils whose mother tongue is not English. Pupils whose L1 language is not one of the main language sections (normally English, French, German and Italian) will complete L1 in their mother tongue, L2 in English and follow all their other courses in English. If pupils have spent their entire schooling in the European Schools they will have been studying English since primary level. From the sixth year of secondary school L2 may be taken at advanced level in addition to the main course. L2 advanced is assessed at the same level as the main course, though has a more literary focus.

Assessment: The main course paper consists of 20% reading comprehension, 40% writing in a given register and 40% writing about literature in the context of a set theme. Those who have followed the advanced course take their final examinations at this level. All pupils take a written examination. The advanced course paper consists of 50% detailed writing about a set text and 50% writing about a set theme. Everything is marked equally for language and content.

All pupils take an oral examination through the medium of English. They can choose between an oral examination in the L2 course and an oral examination in either history or geography (which are taught in the second language).

Pupils of L2 English possess a language level of approximately level C1 in the Common European Framework of Reference for Languages, with many pupils operating at C2 or mother tongue level in both languages because they are bilingual.

A grade 6.0-7.0 in the EB is sufficient to follow a non-literary UK university course.

It is likely that a candidate with this level or higher would not be required to take a supplementary English test.

English Language 3

This compulsory course is taken from the first year of secondary school, and is an option subject from the sixth year onwards. The final examination is therefore taken by pupils who have been studying English for seven years. Pupils can opt to take either the written or the oral exam.

Assessment: The written paper has three sections: reading comprehension, writing in a given register and critical response to set literary texts in the form of an essay. All sections are equally weighted. The oral examination follows the same structure as the written.

A pass of 6.0 or more in L3 equates to Level B1+ on the Common European Framework of Reference for Languages, however most L3 pupils possess a higher level of English language.

7.0-8.0 in L3 is sufficient to follow a non-literary UK university course.

Section 7: Mathematics

There are three possible mathematics courses available to pupils for the two years of the European Baccalaureate.

1. Three Period Mathematics
2. Five Period Mathematics
3. Advanced Mathematics (three periods per week)

All pupils must take either the three period course or the five period course. Pupils who are taking the five period course may, in addition, take the advanced course.

See **Appendix 4** for links to syllabuses and other information.

Three Period Mathematics

This course is for pupils of all abilities and is for those who do not intend to study university courses requiring an extensive knowledge of mathematics, including courses such as biosciences, psychology and business.

Syllabus: 50% - Analysis – functions, (including exponential and logarithmic), sequences, basic calculus 25% - Probability and distributions 25% - Statistics – one-variable and bivariate

Assessment: All pupils take a 3-hour written examination (60 minutes without calculator and 120 minutes with a calculator with Computer Algebra System (CAS) software)

This course contains elements equivalent to AS Level. A candidate studying Three Period Mathematics has at least 180 hours of guided learning over the two years of the EB.

Five Period Mathematics

This course is for pupils who will benefit from having a solid mathematical foundation and is appropriate for those who intend studying mathematics or subjects requiring an extensive knowledge of mathematics, such as engineering, physics or some economics courses.

Syllabus: 36% - Analysis – functions, calculus, sequences
27% - Analytical Geometry in three dimensions
27% - Probability, distributions and modelling
10% - Complex numbers

Assessment: All pupils take a 4-hour written examination (60 minutes without calculator and 180 minutes with a calculator with CAS software)

The content and level of difficulty of this course is equivalent to elements of GCE A Level and beyond. A pupil who achieves a good pass in this course has sufficient knowledge and ability to follow university courses requiring significant mathematical content. A candidate studying Five Period Mathematics has at least 240 hours of guided learning over the two years of the EB.

Advanced Mathematics

This optional course can only be taken by pupils who have chosen Five Period Mathematics. It is appropriate for those who intend to study mathematics at university and would also be useful, but not essential, for those intending to study subjects requiring an extensive knowledge of mathematics.

Syllabus:

6th year compulsory parts:

- Foundations of mathematics (sets, logic, mappings and groups)
- Determinants and linear algebra
- Numerical analysis

6th year optional parts (1 only):

- Vector spaces
- Direct isometries and similarities in the complex plane

7th year compulsory parts:

- Trigonometric functions
- Limits and power series

7th year optional parts:

- two topics from a list of 28 chosen by the pupils and the teacher

Assessment: All pupils take an oral examination.

A pupil who studies both Five Period Mathematics and Advanced Mathematics would be the equivalent of studying A level maths and further maths in the UK. A candidate studying both of these subjects has at least 380 hours of guided learning over the two years of the EB.

Section 8: UCAS Application Form and Offers

The UCAS Application Form

Institutions need to be aware that:

1. In the **Qualifications Section** of the UCAS form EB pupils do **not** have GCSE results to record. Instead they provide their overall mark for Year 6 (Year 12 in the UK system) in each subject. This reflects both internal examinations and continuous assessment and is expressed as a mark out of 10.
2. Pupils may **occasionally** give their overall mark for Year 5 in selected subjects that may support the application.
3. All subjects (with the exception of religion/ethics) count towards the final EB score, though only certain subjects are taken in the final written and oral examinations (see Section 4 of this document for further details).

In a study in the Brussels 1 European School, it was found that year 6 marks correlated very closely with the final EB marks. This indicates that year 6 marks are very useful for making offers.

Typical Offers to Candidates

In the past, universities have made the following types of offers:

- Specifying an overall EB score (as a percentage).
- Specifying an overall EB score (%) combined with marks out of 10 in specific subjects.

Institutions should consider the following points:

1. Offers asking only for a final EB score are most suitable for subjects requiring a broad education, with evidence of attainment across a wide curriculum.
2. For degree courses not requiring any specific subject knowledge on entry, the breadth of the EB should be seen as an advantage.
3. For courses prescribing certain A level subjects, institutions may wish to specify the marks to be attained in particular subjects. It would be expected that the subject mark requirements would equate with those for A level (see **Appendix 3**).

4. It would be very unusual to specify marks in more than three subjects, even for the most competitive courses.
5. It is not generally necessary for institutions to require further evidence of the applicant's fluency in English. See Section 6 (English Language).

Appendix 1: The European Schools

The European Schools

Country	School name and information	Contact for ucas
Belgium	BRUSSELS I Avenue du Vert Chasseur 46 B-1180 Brussels, Belgium Phone: +32 2 373 86 11 Fax: +32 2 375 47 16 Website: www.eeb1.eu	CHRIS SEARLE christopher.searle@eeb1.eu
Belgium	BRUSSELS II Avenue Oscar Jespers 75 B-1200 Brussels, Belgium Phone: +32 2 774 22 11 Fax: +32 2 774 22 43 Website: www.eeb2.eu/	MOIRA CRONIN Maira.cronin@eeb2.be
Belgium	BRUSSELS III Boulevard du Triomphe, 135 B-1050 Brussels, Belgium Phone: +32 2 629 47 00 Fax: +32 2 629 47 92 Website: www.eeb3.eu/	JORDAN WHITE jordan.white@eeb3.be
Belgium	BRUSSELS IV Brussels IV European School (Laeken) Drève Sainte-Anne 86 B-1020 Brussels, Belgium Phone: +32 2 340 13 90 Fax: +32 2 340 14 97 Website : www.eeb4.be	DENISE BAINES denise.baines@eeb4.eu
Belgium	MOL Europawijk 100 B-2400 Mol, Belgium Phone: +32 14 56 31 01 Fax: +32 14 56 31 04 Website: www.esmol.net/	ANTONY PRIOR antony.prior@gmail.com
Germany	FRANKFURT Praunheimer Weg 126 D-60439 Frankfurt am Main, Germany Phone: +49 69 92 88 74 0 Fax: +49 69 92 88 74 74 Website: www.esffm.org	KATIE GRANER Katie.Graner@esffm.org

Country	School name and information	Contact for ucas
Germany	KARLSRUHE Albert Schweitzer Strasse 1 D-76139 Karlsruhe, Germany Phone: +49 721 68 00 90 Fax: +49 721 68 00 95 0 Website: www.eskar.org	ANTHONY BOOTHROYD Boothroyda@eskar.org
Germany	MUNICH Elise-Aulinger Strasse 21 D-81739 Munich, Germany Phone: +49 89 628 16 0 Fax: +49 89 628 16 444 Website: www.esmunich.de	GRAHAM JOHNSTONE graham.johnstone@munich.de
Italy	VARESE Via Montello 118 I-21100 Varese, Italy Phone: +39 332 80 61 11 Fax: +39 332 80 62 02 Website: www.eurscva.eu	CATHERINE FODEY PACITTI <a href="mailto:catherine.fodeypacitti@var-
eursc.org">catherine.fodeypacitti@var- eursc.org
Luxembourg	LUXEMBOURG I Boulevard Konrad Adenauer, 23 L-1115 Luxembourg/Kirchberg, Luxembourg Tel: +352 43 20 821 Fax: +352 43 20 823 44 Website: www.euroschool.lu	PETER DUNCOMBE pe.dunco@euroschool.lu
Luxembourg	LUXEMBOURG II 6, rue Gaston Thorn L-8268 Bertrange, Luxembourg Phone: +352 273 224 5001 Fax: +352 273 224 5901 Website: <a href="http://www.eursc-
mamer.lu">http://www.eursc- mamer.lu	KAREN THOMAS karen.thomas@eursc.mamer.lu
Spain	ALICANTE Avenida Locutor Vicente Hipólito s/n, 03540 Playa de San Juan – Alicante, Spain Phone: +34 965 15 56 10 Fax: +34 965 26 97 77 Website: www.escuelaeuropea.org	DAVID ROE david.roe@escuelaeuropea.org

Country	School name and information	Contact for ucas
The Netherlands	BERGEN Molenweidjtje 5/PB 99 NL-1862 BC Bergen N.H., The Netherlands Phone: +31 072 589 01 09 Fax: +31 072 589 68 62 Website: www.esbergen.eu	ROGER MATTINGLEY roger.mattingley@esbergen.org
United Kingdom	CULHAM Culham, Abingdon GB-OX14 3DZ Oxfordshire, United Kingdom Tel : 01235 52 26 21 Fax: 01235 55 46 09 Website: www.esculham.eu/	JOHN LITTLE john.little@esculham.net

At present there are 12 Accredited European Schools. Full details are available on the European Schools [website](#)

Appendix 2: Example course structure

Example course structure for the European Baccalaureate

Despite there being a substantial compulsory element in the European Baccalaureate, there is also a considerable amount of flexibility in terms of the level at which a subject is taken and which options and complementary courses are chosen. The following are examples only, and are shown to give a sense of the varied combinations which are possible.

Science Focus		33 periods
Language 1 4 PERIODS	Language 2 3 PERIODS	Philosophy 2 PERIODS
Maths 5 PERIODS	Physical Education 2 PERIODS	Ethics/Religion 1 PERIOD
Physics 4 PERIODS	Chemistry 4 PERIODS	Biology 4 PERIODS
Geography 2 PERIODS	History 2 PERIODS	<i>POSSIBLE ADDITION OF A 2 PERIOD COMPLEMENTARY LABORATORY COURSE</i>

Languages/Arts Focus		34 periods
Language 1 4 PERIODS	Language 2 3 PERIODS	Philosophy 2 PERIODS
Maths 3 PERIODS	Physical Education 2 PERIODS	Ethics/Religion 1 PERIOD
Language 3 4 PERIODS	Art 4 PERIODS	Advanced Language 2 3 PERIODS
Geography 2 PERIODS	History 4 PERIODS	Biology 2 PERIODS

Social Science Focus		31 periods
Language 1 4 PERIODS	Language 2 3 PERIODS	Philosophy 4 PERIODS
Maths 3 PERIODS	Physical Education 2 PERIODS	Ethics/Religion 1 PERIOD
Sociology 2 PERIODS	Economics 4 PERIODS	Biology 2 PERIODS
Geography 2 PERIODS	History 4 PERIODS	

Appendix 3: Conversion table

European Baccalaureate to English A level and UCAS Tariff Conversion Table

Please note: this is only an approximate guide and not an official conversion table.

A level grades	% European Baccalaureate
A*A*A*	94
	93
	92
AA*A*	91
	90
	89
AAA*	88
	87
	85
AAA	84
	83
	82
AAB	81
	80
	79
ABB	78
	77
	76
BBB	75
	74
BBC	73
	72
BCC	71
	70
CCC	69
	68
CCD	67
	66
CDD	65
	64
DDD	63
	62
DDE	61
	60

Single Subject Equivalences

A*	9
A	8.5
B	8
C	7.5
D	7
E	6

Appendix 4: Further information

Further Information Sources and Useful Addresses

1. The European Schools website, which includes links to each individual school
<http://www.eursc.eu/index.php?!=2>
2. Syllabuses, with some example exam papers
<http://www.eursc.eu/index.php?id=143>
3. UCAS information on the European Baccalaureate
<https://www.ucas.com/sites/default/files/qips-eu-and-international-quals-2015.pdf>
4. PISA Report on the European School Culham (2012)
http://www.esculham.co.uk/wp-content/uploads/2013/03/PISA-Based-TestforSchools_The-European-School-Culham-report-ebook-1.pdf
5. University of Cambridge: International Examinations External Evaluation of the European Baccalaureate (2009) Final Report
http://www.eursc.eu/fichiers/contenu_fichiers1/1261/External%20Evaluation%20-%20Final%20Report.pdf

Annexes http://www.eursc.eu/fichiers/contenu_fichiers1/1262/Annexes.pdf
6. EB examination report
<http://www.eursc.eu/getfile/2031/2>

Appendix 5: Scores and degree performance

European Baccalaureate Scores and Degree Performance

Examples of final degree results of EB graduates² entering UK Higher Education.

Please note: this table contains only a part of the results for this cohort of pupils

EB score (%)	Institution	Course of Study – Arts/Languages	Degree result	EB English Level
75	Falmouth, Kingston	Art Foundation Fashion Design	2.1	L1
75	Kings College London	Classics & English	2.2	L1
78	Nottingham	English & Philosophy	2.1	L1
80	Edinburgh	Classics & Ancient History	2.1	L1
83	Trinity Dublin	Film Studies with French	2.1	L3
89	Edinburgh	English Literature	1	L1
EB score (%)	Institution	Course of Study – Human, Social & Political Sciences	Degree result	EB English Level
73	UKC then LSE	Politics & International Relations	2.1	L2
76	Nottingham	Geography	2.1	L2
79	St Andrews	International Relations	2.1	L1
80	York	Environment, Ecology & Economics	1	L1
82	Edinburgh	Geography & Economics	2.2	L3
84	Manchester	PPE	2.1	L1
85	UCL	Anthropology & Geography	1	L1
87	Warwick	Politics & International Studies	2.1	L2
90	York	Environmental Science	1	L2
91	York	PPE	1	L1

² 2007/2008 cohort

EB score (%)	Institution	Course of Study – Business/Management/Economics	Degree result	EB English Level
82	Design Academy Eindhoven	Management & Communication	2.1	L2
87	LSE	Economics	1	L2
EB score (%)	Institution	Course of Study – Law	Degree result	EB English Level
67	Kent	Law	2.2	L1
76	Sussex	Law with French Law	2.2	L1
80	Kings College London	Law & French	2.1	L1
86	University College London	Law with French Law	2.1	L1
87	Cambridge	Law	2.1	L2
91	Kings College London	English & French Law	1	L1
83	Warwick	Law and International Business.	2.1	L1
EB score (%)	Institution	Course of Study – Mathematics/Science	Degree result	EB English Level
72	Imperial College London	Chemistry	3	L1
74	Warwick	Biochemistry	3	L1
74	Nottingham Trent	Sports Science & Maths	2.2	L1
78	Imperial College London	Physics	2.2	L1
79	Sussex	Multimedia/Computing	2.1	L2
81	The University of Bath	Physics	2.2	L1
81	Imperial	Mathematics	1	L1
84	Cambridge	Natural Sciences	2.1	L1
84	University College London	Astrophysics	1	L1
86	Edinburgh	Mathematics	1	L1
87	Cambridge	Natural Sciences - Biochemistry	2.1	L2

EB score (%)	Institution	Course of Study – Engineering	Degree result	EB English Level
88	Imperial College London	Electrical & Electronic Engineering	1	L2
EB score (%)	Institution	Course of Study – Medicine	Degree result	EB English Level
82	Manchester	Medicine	MBChB	L1
89	Edinburgh	Medicine	MBChB	L1

Appendix 6: Case studies

Case Studies

Joanna (Brussels)

Art was always my passion at school so after taking my Baccalaureate with Art and Philosophy as optional subjects I took a foundation course in Art and Design at University College Falmouth which I passed with distinction. I then went on to Kingston University for a BA in Fashion Design which I passed with a 2.1, receiving a recommendation for my dissertation. I am now working as an assistant Fashion Designer in New York City for American Eagle Outfitters.

Francesca (Varese)

After gaining the Baccalaureate I continued my studies in Scotland. I chose to study biology at Glasgow University, because the modular course structure allowed me to continue studying a broad range of subjects, as I had done at the European School. I eventually graduated in Genetics, after completing a work placement in a pharmaceutical company. Having decided a career in research was not for me, I joined the auditors Deloitte and Touche, to develop business experience. I later moved into business consulting with McKinsey and Company, and more recently, organisational consulting in Sierra Leone with the Office of Tony Blair.

Chris (Munich)

At the European School in Munich, my favourite subjects were biology and geography. I also studied Spanish as my 3rd language as I thought it would help for work and travel abroad. Growing up bilingually (English and German) meant adding a third language was easier and this has proved very useful in my career since obtaining the European Baccalaureate in 1998. At Sussex University I studied Biology with North American History and Politics, in order to keep my options open. After my degree, I worked for NGOs running Marine Conservation projects in Central America, and then agricultural and community projects in South America. This was made easier due to my early exposure to Spanish and ability to communicate with diverse groups of stakeholders (another benefit of being educated in an EU framework). After five years running these projects, and taking a Masters Degree (Environment & Development with Spanish at Kings College London) my final project included securing funding for, recruiting for, and managing the building of a 300 child primary school in Mozambique (Spanish again helped being similar to Portuguese). This fulfilling and rewarding experience brought that chapter full circle and demonstrated the value of a European School education. I am

currently beginning a new job with Natural England; running stakeholder participation for the setting up of Marine Protected Areas in the UK, part of the EU habitats directive.

Frederik (Brussels)

I am German, but grew up in Brussels. I studied in the German section and going to a European School was a great experience. You go to school with people from all over Europe and get used to foreign languages by using them with your friends on a daily basis. My second language was English and I took French as a third language. Furthermore, History, Geography and Economics were taught in English. I really appreciated the breadth of subjects to which we were exposed and the multilingual aspect of the studies. In my last year I had 11 subjects taught in 3 languages! After finishing the European Baccalaureate I chose to study Economics in London and I feel that the education I received at school had prepared me very well for university. I had as much mathematical background as most other people on my course, but some of the others seemed to lack knowledge in History, Philosophy or Current Affairs, which are also very important when studying Economics.

Aura (Brussels)

I am Finnish by nationality, and have so far lived and studied in Finland, Denmark, Belgium and the United Kingdom. I spent six years at the European School, and graduated in 2004. In European Schools each EU country is represented by their own language section, so the diversity of languages, cultures and people is impressive. After the first culture-shock, one comes to appreciate the richness and experience gained from such a multi-cultural atmosphere. I did not want to return to Finland after finishing the European Baccalaureate. I am very patriotic and am passionate about my country, but felt that it did not fulfil my need for internationality. Instead, I chose to study Environmental Science at the University of York in England. The high quality teaching of Biology and Geography at the school had prepared me well for my studies, but the value of the European School goes way beyond the academic. One is able to bring a more international breeze to coffee break debates and to form a more balanced point of view on many issues. It is also an asset in the more casual part of social life if nothing else, by being able to boast about the number of languages one can speak!

Corinne (Culham)

I attended both the primary and the secondary of the European School in Culham in the French language section. I did a Baccalaureate in which I chose to specialise in the humanities while maintaining mathematics, science, languages and the other compulsory subjects. It was a syllabus that suited me very well as it enabled me to keep my options open and have a rounded education – ideal for someone who didn't have a strong sense

of what career they wanted to go into. After a gap year in South America during which I was able to use my languages, I studied Geography at Cambridge. It was a varied degree which included statistics as well as human, cultural and physical Geography and my grounding in mathematics, science, history and philosophy proved useful. Outside the lecture theatre I also felt I benefited from having continued sport and other less 'academic' subjects all the way through school. Since university, I have worked as a market and social researcher. In my initial role I organised research at international conferences and was called on for ad hoc work in the European arm of the company because of my language skills. Later, I used my languages for international accounts and I have little doubt this made the nature of my work more interesting. My current employment focuses on the UK arena, but I imagine languages and a broad education may prove a useful plus in an increasingly competitive job market.

Spyros (Frankfurt)

At the European School in Frankfurt, I studied English as my first language and French as my second. Due to my strong interest in science and maths, I was also able to complement my language lessons with 8-hour maths as well as 4-hour physics, chemistry and biology. This well-balanced approach to my education has served me extremely well throughout the years following my graduation by allowing me to easily adapt to new countries and to quickly form both personal and professional relationships with people from all over the world. Outside of the classroom, the European Schools offered me numerous opportunities to explore alternative interests: I was Vice-President of the European School-wide Pupils' Committee (Conseil Supérieure des Elèves), 3rd-Prize Winner of the European School Science Symposium (ESSS), Head of State for the UK at the Model European Council (MEC) and 3rd-Prize Winner in Basketball at EuroSport. Since completing my M.Eng in Electrical and Electronic Engineering at Imperial College London, I have gone on to pursue a Ph.D at the Georgia Institute of Technology in the USA, where my research focuses developing micro-scale biomedical sensing platforms with wireless communications. The communication skills and open-minded attitude that I developed while at the European Schools have served me very well as both a researcher and a teacher. Moreover, in line with the international spirit promoted at the European Schools, I was recently awarded a competitive fellowship by the U.S. National Science Foundation to spend two months in Taiwan in order to collaborate with expert scientists in my field.



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Reference: DFE-00200-2016



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