

**Guidelines for the
Regulations concerning the achievement of the Allgemeine Hochschulreife (general
higher education entrance qualification)
at German schools abroad**

German International Abitur

(Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 11 June 2015)

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Chapter 1: Basic structure of the gymnasiale Oberstufe and the Abitur examination at German schools abroad

1.1 Establishment of a gymnasiale Oberstufe with the Abitur qualification

1.1.1 General remarks

Lessons¹ at German schools abroad that lead to the Abitur are taught as a class in an educational programme lasting twelve years with a three-year gymnasiale Oberstufe. The final examination is the German International Abitur examination that is sat at the end of the last academic year.

1.1.2 Framework for the structure of the gymnasiale Oberstufe

The structure of the gymnasiale Oberstufe and the German International Abitur examination at German schools abroad is based on the following regulations of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK):

- Regulations of the German International Abitur Examination at German Schools Abroad (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 17 June 2005)
- Educational programmes and qualifications in secondary level I at German schools abroad (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 17 September 2008)
- Educational standards for the Mittleren Bildungsabschluss (intermediate level standards) (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 4 December 2003)
- Educational standards for the Allgemeine Hochschulreife (entrance to general university studies) (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 18 October 2012)
- Standardised requirements in the Abitur examination (EPA) in the relevant subjects
- Agreement on the Abitur examination in the gymnasiale Oberstufe in secondary level II (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 13 December 1973)
- Agreement on the organisation of the gymnasiale Oberstufe in secondary level II (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 7 July 1972)
- Corresponding regulations of the home state as necessary

1.1.3 Approval for the first-time establishment of a gymnasiale Oberstufe

The approval for the first-time establishment of a gymnasiale Oberstufe at German schools abroad shall be applied for from the Joint Committee of the Federation and the Länder on

¹ These guidelines apply for those subjects under German responsibility.

School Affairs Abroad.(BLASchA). The school shall submit a draft for the organisation and structure of the Oberstufe together with the application. This must include proof of a corresponding preliminary phase in secondary level I.

The requirement for approval is that the following documents be submitted to the BLASchA:

- proof of an interest in educational policy
- proof of secure financing for the school
- an overview of the current number of pupils according to academic years and a conclusive forecast
- the school regulations, if necessary, documentary proof of approval of these regulations by the BLASchA:
 - school rules including provisions for the admission of pupils in accordance with guidelines for school rules for German schools abroad (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 15 January 1982)
 - official regulations for the head teacher in accordance with guidelines for official regulations for German head teachers abroad (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 19 March 1982)
 - regulations for meetings in accordance with guidelines for regulations for meetings for German schools abroad (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 7 May 1982)
 - regulations of the teachers' committee as far as is allowed by the regulations of the home state in accordance with the recommendation "Establishment of a teachers' committee at German schools abroad" (version in force of the resolution of the BLASchA of 12 March 2008)
- School curricula for the qualification phase of the gymnasiale Oberstufe in all subjects under German supervision; proof of approval by the BLASchA if necessary
- The number of hours in the secondary level I and II in accordance with the contingent number of hours (version in force of the resolution of the BLASchA of 21 March 2007), on the basis of which the attendance obligations of the examination regulations can be satisfied
- An overview of the teachers to be employed in the gymnasiale Oberstufe listing the long-term plans for the supply of teachers
- Proof that the school curricula and promotion regulations of secondary level I have been approved by the BLASchA and that the final examinations in secondary level I have been successfully held at least twice
- A language concept that comprises not only the concept for the foreign languages and local language but also the linguality of subjects and an integration concept for new pupils admitted to school after year 9
- A description of the school building (rooms, equipment) and the school's facilities
- An explanation of the level of inclusion, individual support and (internal)

differentiation, if possible with the presentation of a concept

1.2 Structure and organisation of the gymnasiale Oberstufe

1.2.1 Structure

The gymnasiale Oberstufe generally comprises the three final academic years, each of which are split into two half-years. The first of these academic years is the introductory phase and at the same time the last academic year of secondary level I. The qualification phase comprises the four half-years in the two subsequent academic years. In the qualification phase, the proofs of academic performance must be brought for the overall qualification in the German International Abitur examination.

In special cases, lessons can be organised and taught in year-overlapping groups. The decision shall be taken by the BLASchA.

In these special cases, a concept has to be presented to the BLASchA that must contain statements on the following aspects:

- year-overlapping organisation for some or all hours of a subject
- year-overlapping organisation for some or all of the school half-year and/or year
- ensuring that the requirements of the subject are met in the syllabus as well as the content-related and methodical sequentiality
- in particular, ensuring that the requirements for the examination for the award of the German Allgemeine Hochschulreife qualification are met.

1.2.2 Introductory phase (antepenultimate academic year)

The antepenultimate academic year has a dual function as the last academic year of secondary level I and the first academic year of the gymnasiale Oberstufe. At German schools abroad whose qualifications and educational programmes have been recognised by the Standing Conference of the Ministers of Education and Cultural Affairs for the secondary level I qualification, pupils at the end of the introductory phase are granted permission to transfer to the qualification phase of the gymnasiale Oberstufe, which includes the Mittlere Schulabschluss (intermediate level qualification). ("Educational programmes and qualifications in secondary level I at German schools abroad", Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 17 September 2008).

1.2.2.1 Subjects

The school shall offer lessons in at least ten subjects in the introductory phase, which can be continued as qualification subjects in accordance with Section § 4 of the examination regulations.

1.2.2.2 Foreign languages

Two foreign languages shall generally be attended in the introductory phase, which shall begin at the start of the seventh academic year at the latest. The local language can be substituted for one of the foreign languages.

Pupils who have not received continuous instruction in a second foreign language up to the start of the gymnasiale Oberstufe have to attend continuous instruction in a second foreign language in the three years of the gymnasiale Oberstufe with a volume of 12 year teaching hours and may not complete any academic half-year in the qualification phase with 0 points. In this second foreign language, the results of two half-years of the qualification phase must be credited to the overall qualification. A new foreign language that begins in the introductory phase can only be learnt at a basic requirements level.

1.2.2.3 Religious instruction

The provisions that exist at the school and that have been approved by the BLASchA shall apply for the subject religious instruction. Protestant and Catholic religious instruction should generally be offered at German schools abroad in all schools and academic years and shall be taught by persons with a teaching permit issued by the church (Vocatio / Missio Canonica). The establishment of Protestant and Catholic religious instruction assumes that this is not opposed by any mandatory legal or administrative regulations of the host country. The establishment of denominational religious instruction requires a minimum of eight pupils in a group. If this is not possible, the school shall offer religious instruction that is linked to the denomination of the subject teacher and in which pupils of different denominations can participate. If subject teachers of both denominations are present, the denomination of the majority of the pupils in the group shall be taken into account.

The obligations to attend and contribute must be satisfied up to at least fifty percent by participating in religious instruction for one's own denomination and can be satisfied up to a maximum of fifty percent by participating in religious instruction for a different denomination. By way of derogation, Protestant or Catholic pupils who wish to take religious instruction as an Abitur examination subject and for whom the necessary religious instruction cannot be offered in their denomination can satisfy their obligations to attend and contribute by participating exclusively in lessons leading to the examination for the other denomination and can sit the Abitur examination.

It is possible to opt out of religious instruction. The parents or legal guardians shall decide in this case, or the pupils themselves when they reach the age of fourteen. De-registration should generally take place at the change of the half-year or the change of the academic year. Pupils who do not attend lessons in the subject religious instruction shall attend lessons in ethics or philosophy or in an alternative subject in accordance with Section 4 (6) of the examination regulations.

A combination of lessons in religious instruction and ethics and/or philosophy or a year-for-year change is not allowed.

Participation in Protestant or Catholic religious instruction for non-denominational pupils and pupils from a different religious group is possible.

1.2.3 Qualification phase (penultimate and final academic year)

The school shall offer lessons in at least ten qualification subjects in accordance with Sections 4 and 5 of the examination regulations in the qualification phase.

The regulations of Section 1.2.2. shall apply accordingly for the subject religious instruction.

The pupils have to base their compliance with the conditions for the overall qualification and the choice of their examination subjects on the subjects taught at the school. There is no entitlement to the establishment of a certain subject.

1.3 Admission to the introductory phase of the gymnasiale Oberstufe

1.3.1 Admission from the "gymnasiale" educational programme

The promotion regulations of the school for secondary level I approved by the BLASchA shall apply for promotion to the introductory phase.

The head teacher shall decide on the admission of new pupils from a school in a Land (federal state) of the Federal Republic of Germany, from a German school abroad or from a European school at the beginning of the introductory phase on the basis of a permission to begin the gymnasiale Oberstufe that is shown on the qualification.

An individual assessment must be applied for by pupils whose previous schooling deviates from the teaching regulations of the new school and for pupils from schools in the home state or from international schools. A corresponding substantiated application must be made by the head teacher to the chairman representing the Länder of the BLASchA through the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs before the final admission. It has to be ensured that the conditions named in the Regulations to achieve the Allgemeine Hochschulreife at German schools abroad can generally be satisfied for the overall qualification and the Abitur examination.

1.3.2 Admission of Realschule school leavers from German schools abroad

Realschule school leavers from German schools abroad are granted permission to attend the gymnasiale Oberstufe of German schools abroad if they have on average at least the Grade 3.0 in all subjects on their school leaving certificate from the Realschule at the end of year 10, and hereby in particular on average at least the Grade 3.0 in German, mathematics and the foreign language taught from year 5 (generally English) and their performance in none of these three subjects is graded "poor" or "very poor".

Realschule school leavers entitled to attend the gymnasiale Oberstufe enter the gymnasiale educational programme in year 10 (introductory phase) in German schools abroad. At the end of the introductory phase, these pupils are granted permission to transfer to the qualification phase. This shall not affect the Mittlere Schulabschluss (intermediate level qualification) they have already achieved.

The school shall advise and encourage very capable Realschule pupils in academic years

7 and 8 who can enter into gymnasiale schooling.

1.4 Admission to the qualification phase

1.4.1 Admission at the start of the qualification phase

Pupils who complete the educational programme that leads to the German International Abitur examination are entitled to attend the qualification phase if at the end of the introductory phase the next grade promotion meeting under the chair of the head teacher ascertains their promotion to the qualification phase on the basis of the school's promotion regulations for secondary level I as approved by the BLASchA.

In addition, pupils can be admitted to the qualification phase who have achieved the corresponding qualification on successful completion of the introductory phase at a school in a Land in the Federal Republic of Germany, at another German school abroad or at a European school. The head teacher shall decide on the admission.

If, as a result of the previous schooling, individual case regulations are required that deviate from the teaching regulations of the new school, the approval of the chairman representing the Länder of the BLASchA must be obtained by the head teacher through the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs before the final admission of the pupil. It has to be ensured that the conditions named in the Regulations to achieve the Allgemeine Hochschulreife at German schools abroad can generally be satisfied for the overall qualification and the Abitur examination.

If an admission cannot be approved within the scope of an approval in an individual case by the chairman representing the Länder of the BLASchA through the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs, the pupil cannot be admitted.

Assessment examinations are not allowed during the qualification phase.

1.4.2 Admission after the start of the qualification phase

If a pupil is to be admitted after the start of the qualification phase, the approval of the chairman representing the Länder of the BLASchA must be obtained by the head teacher through the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs before the final admission of the pupil. It has to be ensured that the conditions named in the Regulations to achieve the Allgemeine Hochschulreife at German schools abroad can generally be satisfied for the overall qualification and the Abitur examination.

Admission in academic year 12 is not generally possible.

1.4.3 Admission of pupils from the nine-year gymnasiale educational programme at German schools abroad

The head teacher can admit pupils to the academic year to which they have been promoted in the previous school they attended in the nine-year gymnasiale educational programme up to and including year 11 of the German school abroad.

An admission from year 11 of the nine-year gymnasiale educational programme to year 12 of the eight-year gymnasiale educational programme is not possible.

An admission from year 12 of the nine-year gymnasiale educational programme to year 12 of the eight-year gymnasiale educational programme is not generally possible.

1.4.4 Admission after a stay abroad or in a guest school in academic year 10

The head teacher shall decide on the admission of a pupil to academic year 11 after they have attended academic year 10 for an entire year in a school abroad at the request of the parents or legal guardians with due regard to the following regulations: an admission is only possible if corresponding results can be proven and it can be expected that the educational programme can be successfully continued. Final admission to academic year 11 will be after a successful probationary period. The probationary period will be deemed to have been successful if the pupil has achieved fewer than 5 points as a half-year result no more than three times, and no more than once in the subjects German and mathematics as well as the advanced foreign/local language in the first half-year of the qualification phase in the qualification subjects (without sport) - though in no case fewer than 1 point. The Mittlere Schulabschluss (intermediate level or Realschule qualification) is also achieved after successful completion of the probationary period. The probationary period may not be prolonged. The pupil will be classified in academic year 10 if they do not complete the probationary period successfully.

Recognition of the Latinum (Latin proficiency) will also be on the basis of passing an examination before or after the stay abroad or in a guest school if necessary.

1.4.5 Bypassing the introductory phase

If outstanding results of a pupil justify bypassing parts of or the entire introductory phase, the head teacher can obtain an approval in an individual case from the chairman representing the Länder of the BLASchA through the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs. A detailed substantiation by the responsible meeting under the chair of the head teacher and a declaration of consent from the parents or legal guardians must be enclosed with the head teacher's application.

1.5 School curricula and number of hours

1.5.1 General remarks

The binding basis for the school curricula of German schools abroad is the "Core curriculum for the gymnasiale Oberstufe of German schools abroad for the subjects German, mathematics, English, history, biology, chemistry and physics" (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 29 April 2010). In those subjects and academic years not covered by the core curriculum, the German schools abroad shall take their bearings from the curriculum of a Land of the Federal Republic of Germany and draw up their own school curricula on this basis. The schools in an examination region shall agree on a common regional Abitur.

The school curricula for the foreign/local language and bilingual subjects will be prepared on the same basis and supplemented by international and national / local language references. Attention shall be paid to those regulations agreed in the home state for the examination subjects that are the responsibility of the home state.

The school shall prepare a school curriculum for the local language as a subject, if necessary on the basis of the curriculum of the home state, that takes into account the different learning situations (first language, second language, foreign language).

The number of hours for each school is based on the contingent number of hours (version in force of the Resolution of the BLASchA of 21 March 2007).

1.5.2 Approval

The number of hours, school curricula, languages of instruction and their changes must be approved by the BLASchA.

1.6 Qualifications

In the qualification phase, the results achieved in all subjects in each half-year will be evaluated with a point score from 0 to 15. Half-year reports in accordance with Appendix 1 shall be issued for the four half-years in the qualification phase.

1.7 Performance appraisals in the qualification phase

1.7.1 Half-year reports

The grades shown in the half-year reports result equally from the results of the written tests in the half-year and the results achieved otherwise in lessons.

1.7.2 Written tests

The following framework applies for written tests: The requirements with respect to form and content shall be adapted successively to the expected performances in the Abitur examination. This applies for both the marking as well as the assessment and grading. At least one test will be written in all subjects (except sport) in each of the first three half-years; two tests shall be written in those subjects with a higher level of educational requirement. One test shall be written in all subjects in the half-year of the Abitur examination. One test can be substituted by a different, individually measurable record of achievement that is based on the requirements and format of the examination in the fifth examination subject for each subject during the first two half-years of the qualification phase. Approval for this shall be granted by the head teacher on the basis of the principles of performance appraisal defined in the overall staff meeting.

A review of the fields of competence speaking or listening comprehension and/or listening/reading comprehension that has the weight of a written test obligatorily replaces a written test in academic year 11 in the modern foreign languages.

The duration of the written tests depends on the specific requirements of the subject. The time frame must allow the pupil to prove their specialist and methodical competences. The minimum duration is 90 minutes. The maximum duration may not exceed the time allowed for the written Abitur examination.

1.7.3 Absence

If a pupil misses a written test for reasons for which they can be held responsible the written test will be evaluated with 0 points. The written test shall be repeated at a later date in the case of absences for reasons for which the pupil cannot be held responsible. A doctor's certificate shall be presented in cases of illness.

A substitute test can also be scheduled by the end of the half-year at the latest if there are insufficient grounds for a performance appraisal in one subject on account of the pupil's absences.

If a pupil misses the substitute test for reasons for which they can be held responsible, the results not achieved will be evaluated with 0 points.

1.7.4 Aids for written performance appraisals including the Abitur examination

The following aids may be used in written performance appraisals:

- in all subjects, a spelling dictionary (German language) that fully implements the new German orthography according to the publishers and a bilingual dictionary
- a dictionary of the German language in German
- in each modern foreign language, a monolingual and a bilingual dictionary; in Latin, a bilingual dictionary;
- in mathematics and sciences, a collection of scientific formulae, a set of tables, pocket calculator; the type of approved pocket calculator (cf. the subject-specific notes on the Abitur examination in the subject mathematics) generally depends on the procedure in classes and on the structure of the question
- in history, a historical atlas
- in economics, a copy of the Basic Law and the constitution of the home state as well as a pocket calculator
- in social studies/politics, a text copy of the Basic Law and the constitution of the home state (without annotations)
- in geography, an atlas
- in religious instruction, the bible

No digital works of reference may be used.

The aids may not contain any written entries or markings.

If the subject teacher considers it necessary for a proper examination of the syllabus, he or she can wholly or partly rule out the use of aids in written tests during the qualification phase. Pupils must be informed that they will not be allowed to use aids when the written tests are announced.

Other aids that should be used in the Abitur examination shall be applied for from the head of examinations during the submission and choice of proposed questions for the written examination.

1.7.5 Aids for other performance appraisals (without the Abitur examination)

The subject teacher shall decide which aids may be used in other performance appraisals taking into account the respective task.

1.8 Compensation of disadvantages in the qualification phase and Abitur examination

1.8.1 Principle

Pupils with a special needs can be granted compensation for disadvantages in the qualification phase and Abitur examination within the scope of a decision in individual cases that can be made up of the following components:

- measures regarding the organisation of the school
- technical aids
- support from educators and assistants with special needs training
- didactic-methodical measures
- compensation of disadvantages in performance appraisals

A compensation of disadvantages, in particular in performance appraisals, shall be applied for in writing by the pupil or their parents or legal guardians enclosing a specialist doctor's certificate. The decision on each individual application in the qualification phase and for the Abitur examinations lies with the representative of the Standing Conference of the Ministers of Education and Cultural Affairs responsible for the school based on the application and the head teacher's statements including the support plans and proposals for concrete measures to compensate disadvantages.

It must generally be ensured that these measures compensate the specific disadvantage without altering the requirements profile of the task.

The certificate for the Allgemeine Hochschulreife does not contain any comment on the granting of compensation for disadvantages.

In the gymnasiale Oberstufe and during the Abitur examination, no deviation from the general principles of a performance assessment is planned.

1.8.2 Measures

The measures to compensate a disadvantage that are listed below are for information purposes only and do not claim to be a complete list:

measures regarding the organisation of the school for normal lessons:

- choice of a suitable classroom (size, interfering noise, lighting conditions, suitable seats etc.)
- voluntary help from fellow pupils (pupil sitting alongside, help changing special rooms, provision of transcripts/lecture notes)
- creation of smaller classes if possible in the school
- appointment of a reliable contact person ("supervising teacher")
- information and advice for the class teacher (type of special needs, measures to compensate disadvantages, continued education courses etc.)
- information and advice for the legal guardians and fellow pupils
- provision of additional rooms and adequate facilities (e.g. toilets, doorways, lift)
- consideration when planning the school timetable
- suitable integration in school events (e.g. learning excursions, class trips, festivities)

Technical aids:

The school should provide the necessary technical aids as far possible depending on the type of special needs (e.g. computer, suitable tables).

Didactic-methodical measures:

- clearly articulated speech at a normal volume
- greater visualisation and/or verbalisation of the lesson content
- provision of teaching materials in a suitable form and to an adequate extent (e.g. lecture notes, copies, enlargements)
- consideration of more time needed

Compensation of disadvantages by the school in performance appraisals:

- possibility of providing the questions in both a written and oral form
- use of suitable task templates (e.g. enlargements)
- extension of the available time by up to fifty percent
- consideration of the ability to cope with examination situations (e.g. provision of breaks, additional rooms and supervisors)
- use of technical aids (e.g. computer, readers)
- substitution of examination methods: if pupils with special needs are only able to

satisfy oral or written forms of performance assessments with very great restrictions (e.g. graphic representations by visually impaired pupils, tests of listening comprehension by hearing impaired pupils), appropriate and equivalent substitute tasks shall be provided.

Chapter 2: Holding the German International Abitur examination

2.1. General notes on holding the written examination

2.1.1 Dates

The proposed dates for the examinations in the subjects with regionally agreed questions including resit dates will be agreed between the head teachers at least two years before the examinations. The proposed dates will be presented to the head of examinations for fixation. The head of examinations sets the further dates, for example for the submission of proposed questions or the sending of the assessment examinations.

The period for the written Abitur examination in all subjects should not exceed two weeks for both the main examination and the resit date. The resit date is generally set one month after the main date. The written examinations in a subject are to be set on the same date throughout the entire examination region, irrespective of whether the subject is examined in German, the foreign language or bilingually at the individual schools. If the schools in questions lie in different time zones it has to be guaranteed when determining the start of the examinations at the individual schools that no agreements can be reached between the candidates of different schools.

2.1.2 Coordinating the preparation of regionally agreed questions

The regulations for coordinating the setting of questions shall be defined in an examination region. In addition to a head teacher, who shall be in charge of the overall coordination of the setting of questions for the region (overall coordinator), other head teachers will also coordinate questions on specific subjects (subject-coordinating head teachers). The head of examinations shall be notified of the agreement on the regulations for coordinating the setting of questions in due time, though at the latest with the registration of the examination in accordance with Section 12 of the examination regulations. The head of examinations shall decide if no agreement can be reached within the region.

Insofar as the questions are not set regionally, all subject teachers involved in the preparation shall submit the proposed questions to the head teacher for scrutiny and forwarding to the head of examinations.

2.1.3 Setting and type of questions

All proposed questions must be structured so that the three requirement areas of the "Educational standards for the Allgemeine Hochschulreife" and the "Standardised requirements in the Abitur examination" (EPA) can be demonstrated. The primary focus of the examination performances to be produced should be on requirement area II. In addition, the requirement areas I and III should also be taken into account. Greater emphasis should be placed on requirement areas II and III in the subjects German, mathematics and an advanced foreign/local language taught at a higher level of educational requirement. This should be shown consistently in the expectations.

The written examination questions in the seven subjects of the core curriculum shall be prepared on the basis of the binding competences specified in the core curriculum. School-specific additions from the approved school curriculum that are not listed in the core curriculum do not form the basis for the written examination but may be taken into account in the oral examinations.

Each proposed examination question must allow an assessment that covers the entire range of grades.

The proposed question must arise from the lessons in the qualification phase and may not be limited to only one school half-year. Information on the corresponding relation to the lessons taught as well as the questions in the written tests held during the qualification phase must be enclosed with the proposed questions.

The original texts/materials on which the proposed questions are based must be substantiated with complete sources. They must have an appropriate form. Texts must be easily legible and their lines be numbered (in steps of five). In the foreign languages, the number of words, vocabulary aids and if necessary changes and abbreviations are to be added to the proposed questions.

A cover sheet in accordance with Appendix 2 shall be enclosed with each proposed question that contains the following information: date, subject, level of educational requirement, if necessary an application for an extension of the available time, aids that have been approved and applied for, premature opening of the envelope with the proposed questions on an experimental basis.

The proposed questions may not be taken from publicly accessible collections of questions.

The allowed types of question depend on the regulations of the relevant "Educational standards for the Allgemeine Hochschulreife" and the "Standardised requirements in the Abitur examination" (EPA) and possibly on the subject-specific notes.

The subject teacher meetings continuously discuss all aspects of the types of question and the organisation of the examination. The use of operators and the assignment to requirement areas and their weighting are agreed to ensure a standardised approach and procedure.

In those subjects in which the candidate is given one examination question to deal with, two proposed questions shall be presented in each case to the head of examinations for approval. In those subjects in which the candidate can choose between two examination questions, four proposed questions are to be submitted for approval in each case.

2.1.4 Linguality

The examination subjects in German, foreign language and bilingual subjects will be examined in the language of their instruction.

In the case of bilingual subjects, both languages shall be taken into roughly equal account

in the examination questions.

The time allowed for German, foreign language or bilingual examination questions depends uniformly on the requirements in accordance with Section 21 (3) of the examination regulations.

Written examination subjects that are taught in different languages (German, bilingual or foreign/local language) in the schools in a region may differ in terms of the language but generally have an identical content, possibly with different materials. The same examination questions are always presented in different languages in subjects that are taught in the region in German and in the foreign/local language; the procedure may differ in justified cases for bilingual subjects.

2.1.5 Valuation units and key

Valuation units are to be shown in every proposed question. The assignment of the valuation units achieved to grade points (see Section 3 (2) of the examination regulations) or grades (see Section 3 (1) of the examination regulations) is carried out according to the valuation key shown below.

The valuation in the subject German is not carried out by adding together partial performances, e.g. in the form of an evaluation sheet with fixed valuation units, but as a criteria-oriented overall appraisal of the result achieved and the individual approach.

Valuation units as a percentage	Grade points	Grades
95 % and more	15	
at least 90 % and less than 95 %	14	very good
at least 85 % and less than 90%	13	
at least 80 % and less than 85 %	12	
at least 75 % and less than 80 %	11	good
at least 70 % and less than 75%	10	
at least 65 % and less than 70 %	09	
at least 60 % and less than 65 %	08	satisfactory
at least 55 % and less than 60%	07	
at least 50 % and less than 55 %	06	
at least 45 % and less than 50 %	05	adequate
at least 40 % and less than 45%	04	
at least 34 % and less than 40 %	03	
at least 27 % and less than 34 %	02	poor
at least 20 % and less than 27 %	01	
less than 20 %	0	very poor

Valuation units will only be shown and awarded as whole numbers.

If the evaluation of a pupil's performance is based on valuation units these must also be

specified in the materials for the candidates.

2.1.6 Ensuring confidentiality

The head teacher is responsible for ensuring confidentiality when preparing and submitting the proposed questions as well as when preparing and carrying out the examination.

The head teacher shall present each subject teacher involved in the preparation with a non-disclosure agreement for signing before the start of their cooperation (in accordance with Appendix 3) for every round of examinations. This agreement must also be handed in by the subject teachers who become aware of the questions during the preparatory and examination procedure, in particular by the members of the relevant subject-specific examination board. The agreements must be filed with the examination papers by the head teacher. Any clues given about the proposed questions that are submitted will jeopardise the recognition of the examination.

Every breach of confidentiality when preparing the questions and in the examination procedure shall be reported to the head of examinations and the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs by the head teacher as soon as they become aware of this. These then decide on any measures to be taken in agreement with the chairman representing the Länder of the BLASchA.

If a breach of confidentiality only becomes known after the written examination has been held, all schools in the region may have to repeat the examination with new questions depending on the severity of the breach of confidentiality.

2.1.7 Approving the proposed questions

The head of examinations assesses the proposed questions in accordance with Section 19 (6) of the examination regulations. Should these require major changes, the proposed questions must be revised and re-submitted for approval. A corresponding number of all of the final proposed questions submitted for approval shall be kept by the head teacher for the candidates in all of the schools in the region.

On completion of the appraisal, the head of examinations approves the acceptable proposed questions and sets the examination questions to be answered by the candidates in the examination region for the main date and resit date.

The head of examinations sends the approved examination questions for answering to all of the head teachers in the region according to the following procedure:

a) If the head of examinations approves proposed questions without any changes, all of the affected head teachers in the region shall receive the submitted cover sheet with the decision in a sealed envelope that is to be opened on the day of the examination. On this cover sheet, the head of examinations specifies which of the approved examination questions are to be handed out to the candidates for answering on the main date and which, if necessary, on the subsequent date.

b) If the head of examinations approves and sets a proposed question in a science subject

that is to be answered on the basis of an experiment, all of the affected head teachers shall receive the submitted cover sheet with the decision in a sealed envelope that is to be opened one day before the relevant written examination. The sealed envelope will be marked accordingly by the head of examinations.

c) If the head of examinations amends proposed questions, all of the affected head teachers in the region shall receive the amended examination questions including the submitted cover sheet with the decision in a sealed envelope that is to be opened one working day before the examination. The sealed envelope will be marked accordingly by the head of examinations.

d) Proposed questions that have been approved but not chosen by the head of examinations for the current academic year can be dealt with in accordance with Section 2.1.8 of these guidelines under the premise of confidentiality.

2.1.8 Re-use of proposed questions

Those proposed questions that have been approved by the head of examinations but not chosen for answering shall be kept in safekeeping by the head teacher in accordance with Section 19 (1) of the examination regulations.

Provided confidentiality is maintained, proposed questions that have been approved but not chosen for answering can be re-submitted in an updated form. The head of examinations must be notified of the re-submission.

Proposed questions that have been presented to the candidates for selection may not be re-used, irrespective of whether they have been chosen by the candidates.

Questions for a subsequent examination date can be re-submitted in an updated form if no resit date is held on the subsequent examination date. The head of examinations must be notified of the re-submission.

2.1.9 Opening of the approval

On the date of the respective written examination, the head teacher shall be informed which of the approved questions are to be handed out to the candidates on the main date and which on the subsequent date.

2.1.10 Subsequent examination date (resit date)

The head teacher notifies the head of examinations immediately after the main date of those subjects in which a non-participation was determined in accordance with Section 35 of the examination regulations, informing them of the grounds for the non-participation and enclosing corresponding proofs (doctor's certificate, etc.). The head teacher also notifies the head of examinations if no non-participation has been determined.

In the case of a resit date with regionally agreed questions the head teacher immediately notifies

all head teachers in the region about the subsequent examinations to be held without informing them of the participating pupils.

Those questions set by the head of examinations shall be presented at the resit date. A suitable number of new questions may have to be prepared and approved by the head of examinations.

2.1.11 Procedure for written examination

The procedure for the written examination is based on the requirements of Section 21 of the examination regulations.

Subject- or question-specific organisational preparations are to be taken by the subject teacher (subject-specific examiner) (e.g. set up of an experiment, check of the proper working order of playback devices).

Each candidate shall be given a cover sheet in accordance with Appendix 4 along with the examination question that is part of the examination papers.

A written record shall be kept of the written examination in each subject in accordance with Section 21 (7) of the examination regulations (in accordance with Appendix 5). This written record shall state when the available time began and when the individual papers were handed in, how long each single teacher supervised the work and when individual candidates left the examination room. A note shall be made of special occurrences stating the circumstances and any measures taken. The seating plan in accordance with Section 21 (2) of the examination regulations shall be enclosed with the written record. The written record is to be signed by every supervising teacher for the relevant period of supervision.

2.1.12 Marking procedure and assessment of grades for the written examination papers

Initial marking shall take place at the examination school by the subject teacher in accordance with Section 22 (3) of the examination regulations. The first corrector documents the corrections with correction marks and explanatory marginal notes and prepares a report for each examination paper as well as an overall report on the examination group in accordance with Section 22 (4) of the examination regulations before forwarding to the second corrector.

Final marking generally takes place at the examination school. The head teacher must state, at the latest with the registration of the examination, whether the regular final marking shall take place at their own school or whether final marking will be requested at a different school in the region. At the head teacher's suggestion, the head of examinations shall appoint the subject teacher to carry out the final marking.

Each examination paper will be marked thoroughly by a second corrector independent of the first corrector and assessed by a point score and grade (if necessary with a trend). The final marking shall be documented by marginal notes in a colour different to those of the initial marking.

In the event of a different overall assessment by the second corrector, he/she shall prepare

a second report. On the basis of these two reports, the first and second corrector shall attempt to arrive at a joint assessment proposal. If a joint assessment proposal cannot be reached, the work along with the two reports will be submitted to the head of examinations for a decision.

Before handing over the examination papers to the head teacher, the cover sheet shall be supplemented by details of the proposed grades of the first and second corrector as well as the date and complete signatures of the first corrector and second corrector.

The corrections shall be assessed and the grades awarded by the head of examinations. The papers for assessment by the head of examinations must be sent in by the school attended by the candidate even if final marking has taken place at a different school. A list of candidates in accordance with Appendix 6 shall be sent with the examination papers.

The head of examinations decides for their region whether all papers or only a selection of at least six papers from each subject and class are to be submitted from the individual schools. If only a selection is to be submitted, the head of examinations shall decide whether the choice is to be made by the school, for example by submitting two papers each from the upper, middle and lower performance range, or whether he/she shall request concrete papers, for example on the basis of the grades. Papers that are assessed differently by more than two grade points in initial and final marking must be submitted in every case.

2.1.13 Notes on the marking, evaluation and assessment

When assessing the examination performance, the criteria for a "good" and an "adequate" result are to be taken into account as defined in the "Educational standards for the Allgemeine Hochschulreife" and "Standardised requirements in the Abitur examination" (EPA). Further notes on the assessment shall be defined for specific subjects.

Marking must make the merits and shortcomings of a paper transparent in the form of marginal notes and correction marks in the margins of the examination papers. The evaluation and the formulations in the report shall be based on the approved description of the pupil's expected performance (expectations) and the subject-specific notes on assessment. The assessment must be verifiable.

Serious and frequent infringements of linguistic accuracy in the language of instruction or poor presentation can lead to the deduction of 01 to 02 grade points in the written examination result. No deductions shall be made for infringements of linguistic accuracy if these are already the subject of the subject-specific assessment criteria.

2.1.14 Correction marks

The following shall be used as correction marks:

O	Orthography
Exp	Expression
P	Punctuation
W	Word
Gr	Grammar

Syn	Syntax
Ref	Reference
Art	Article
Gen	Gender
Mod	Mode
Prep	Preposition
Conj	Conjugation
T	Tense

Further subject-specific correction marks are possible. The subject-specific correction marks will also be agreed regionally for the regionally agreed questions, and by the subject teacher meeting for the individual school in the other subjects.

2.1.15 Correction marks in foreign/local language subjects

Foreign/local language correction marks are used for when marking foreign/local language subjects.

Incorrect punctuation will be marked but not graded as a mistake.

Mistakes in expression shall be marked by a horizontal and/or vertical wavy line.

Repeated mistakes will be marked but not evaluated.

English	French	
g (grammar)	G (Grammaire)	Grammar
o (orthography)	O (Orthographe)	Orthography
l (lexis)	L (Lexique)	Lexis
c (content)	C (Contenu)	Content
ref (reference)	Ref (Référence)	Unclear, wrong reference
exp (expression)	Exp (Expression)	Expression
p (punctuation)	P (Ponctuation)	Punctuation
rep (repetition)	Rep (Répétition)	Repeated mistake

2.2 General notes on holding the oral examination

2.2.1 Dates

The head teacher shall propose the dates for the oral examinations when they register the examination with the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs in accordance with Section 12 of the examination regulations, at the latest at the start of the first half-year of the final academic year. The dates shall be set by

the head of examinations.

2.2.2 Organisation of the examination

The head teacher sends the proposals for the composition of the subject-specific examination board to the head of examinations. The head of examinations shall appoint the subject-specific examination board in accordance with Section 9 (3) of the examination regulations at the latest at the end of the last half-year of the final academic year.

2.2.3 Linguality

An oral examination in the fourth or fifth examination subject can be held in a German, foreign language or bilingual subject. The examination subjects will be examined in the language of their instruction.

In bilingually taught subjects, the question and materials should correspond to the examination language. The examination language is generally changed at the transition from the first to the second part of the examination.

In the oral examination in a subject taught in a foreign language or bilingually, the results achieved in the subject will be evaluated.

2.2.4 Written record

The procedure for the oral examination in accordance with Section 27 of the examination regulations shall be documented in writing. The supervising teacher shall sign a written record of the preparation time in accordance with Appendix 7 according to the requirements of Section 27 (4) of the examination regulations. The subject-specific examination board shall sign a written record of the individual examination in accordance with Appendix 8 according to the requirements of Section 27 (8) of the examination regulations.

In foreign languages, the written record shall be prepared in the language in which the examination is held. The assessment shall be substantiated in German.

The notes made by the candidate during the preparation time will be enclosed with the written record of the individual examination. The question and the expectations shall be included in the written record of the examination for each examination group that is examined with the same question.

2.2.5 Fourth examination subject

2.2.5.1 Setting and type of questions

The examination questions must cover the three requirement areas. As in the written examination, the focus shall be on the requirement area II.

The requirements of Section 28 of the examination regulations must be taken into account when preparing the proposed questions. Care must be taken to ensure

- that the requirement areas are covered and appropriate operators are used
- that no questions set in previous examination years are submitted that have not been edited or updated
- that the type of question requires an independent solution by the candidate
- that the two parts of the examination are roughly of equal length and that extensive new material is used for the second part

Text templates should not exceed one page with a 1.5 pt line spacing. The original texts/materials on which the proposed questions are based must be substantiated with complete sources. They must have an appropriate form. Texts must be easily legible and their lines be numbered (in steps of five). In the foreign languages, the number of words, vocabulary aids and if necessary changes and abbreviations are to be added to the proposed questions. The proposed questions may not be taken unchanged from published collections of questions; the same also applies for publications on the Internet.

The proposed questions for the examinations in the fourth examination subject with all Appendices in accordance with Section 28 (3) of the examination regulations shall be presented to the head of examinations by the head teacher at the latest on the day before the start of the oral examinations. Care must be taken to ensure that there is an opportunity to discuss and change the proposed questions before the preliminary meeting in accordance with Section 26 of the examination regulations.

If the head of examinations discovers that a proposed question does not satisfy the requirements of the examination regulations and these guidelines, a corresponding amendment must be carried out by the subject teacher.

At the same time, the head teacher presents the head of examinations with the proposals for the chronology and the assignment of the questions. This is specified by the head of examinations in the preliminary meeting in accordance with Section 26 of the examination regulations.

On the day before the examinations, the subject-specific examiner deposits a sealed envelope containing the questions for the oral examination with the head teacher. The subject-specific examination board receives not only the questions for the examination but also the respective Appendices (explanation of the relation to the lessons taught and the expectation with reference to the requirement areas). Neither the candidate nor the participants in accordance with Section 29 (3) of the examination regulations receive this additional information. The chairperson of the subject-specific examination board specifies whether guests are to receive the questions for the examination.

The same procedure shall be used in the case of additional oral examinations in accordance with Sections 32 and 33 of the examination regulations.

2.2.5.2 Organisation of the oral examination

The examination in the fourth examination subject can be held as an individual or group

examination. It is split into a presentation by the candidate and a talk.

In a group examination, each candidate shall be granted enough time to achieve an individually assignable examination result, in a reasonable total period, and given the opportunity to prove that they satisfy the requirements.

A maximum of three candidates in succession can be asked the same question. It has to be hereby ensured that the three candidates are not able to contact each other between the examinations.

The candidate will be given the question in writing and the text materials will also be generally in writing or in a suitable form in the case of other templates. The question may not be explained or any questions answered when the question is handed over and/or during the preparation time. The preparation time for the first part of the examination is twenty minutes. The candidate may make notes on paper stamped with the current date during the preparation time under the supervision of teachers.

The candidate is expected to make a coherent presentation in the first part of the examination. Interventions and questions during the first part of the examination are only allowed if the candidate has obviously misunderstood the question.

The discussion in the second part of the examination shall develop the wider factual context and further factual subjects. The use of operators by the subject-specific examiner is also necessary in the second part. It is not planned that candidates should answer detailed new questions that have been presented in writing in the second part of the examination.

Care should be taken to ensure that the three requirement areas can be demonstrated on both parts of the examination.

All of the examination papers including the questions, materials and candidate's notes made during the preparation time shall remain in the examination room at the end of the examination.

2.2.5.3 Assessment

An assessment with "good" (11 points) assumes that nearly four fifths of the overall result has been achieved, whereby results have to be achieved in all three requirement areas. An assessment with "adequate" (5 points) assumes that results in a requirement area beyond requirement area I have been achieved and that roughly half of the expected overall result has been achieved.

The following abilities are to be proven in an oral examination:

- to arrive at results for the set questions in the given time and to present these
- to identify and present contexts
- to express oneself clearly, discriminatingly and in a structured manner
- to speak freely and coherently in standard speech on the basis of notes
- to hold a conversation on a specific topic

- to introduce one's own contributions to the topic and problem
- to express oneself clearly and understandably

The requirements shall be satisfied in particular by:

- the presentation based on sound knowledge related to the question
- a command of the appropriate terminology
- a command of subject-specific methods and procedures
- the choice of presentation and style that is appropriate for the presentation and discussion
- the ability to categorise in wider factual contexts
- the independent analysis of facts and problems
- a substantiated own position, assessment, valuation
- the command of appropriate forms of argumentation
- one's own topic and problem-related contributions to further aspects

The following apply as specific requirements for the group examination:

- the ability to react appropriately in terms of form and content to questions and stimuli
- the ability to express objections, contest suggestions from other participants and integrate these in one's own approach to a solution
- the ability to rebut opposing arguments with rhetorical skills and/or to attack these in such a way that they can be used in favour of one's own arguments
- to demonstrate social competence through the amalgamation of several positions

The assessment and evaluation shall take place in accordance with Section 27 (6) of the examination regulations. Participants who are allowed to attend in accordance with Section 29 (6) of the examination regulations have no influence over the assessment and evaluation.

2.2.6 Fifth examination subject

The types of examination specified for the examination in the fifth subject should test the project-oriented learning, the subject-combining networking of what has been learned and the communicative competence in different learning situations. One requirement for this is that the pupils have been prepared for this type of examination.

The examination in the fifth examination subject is held as a colloquium or debate.

The special learning performance in accordance with Section 2.2.7 can substitute the examination in the fifth subject.

The examination in the fifth examination subject is held as an individual or group

examination. In a group examination, each candidate shall be granted enough time to achieve an individually assignable share in answering the examination question, in a reasonable total period, and given the opportunity to prove that they satisfy the requirements.

2.2.6.1 Colloquium

A colloquium is a prepared, subject-related examination of one or more candidates in the sense of the following explanation. It comprises a presentation (first part of the examination) and a discussion (second part of the examination).

The content of the presentation shall be a systematic description of the chosen topic. In the presentation the candidate shall demonstrate an in-depth analysis of the topics and understanding of factual and interdisciplinary contexts.

The presentation is generally supported with media and may contain experimental or artistic shares. Presentations with experimental or artistic shares shall be set up in such a way that they contain an assessment and analysis of the candidate's own performance.

The discussion - unlike in oral examinations in the first to fourth examination subjects - initially deals with questions of methodology and content aspects in the sense of a reflection on one's own approach in a propaedeutic context and possibly with clarifications of content. It therefore also serves to clarify the autonomy of the results achieved in the first part of the examination.

In accordance with Section 28 (4) of the examination regulations, this is followed by an extension to other lesson contents.

The examination is in two parts. The first part is the presentation (approx. ten minutes). This will not be interrupted. The second part is the discussion. The examination lasts a total of twenty minutes and shall be extended in a group examination by ten minutes for each additional candidate so that all candidates can be examined accordingly.

The candidate shall submit two proposed topics for the colloquium that must have alternative contents to the head teacher eight weeks before the examination date following a discussion with and advice from the subject-specific examiner. With regard to the choice of topics, it has to be taken into account that a clear focus in the sense of a problem-orientation (central question or thesis) is noticeable and that the topic has not already been the subject of a written test or term paper by the candidate. In the case of group examinations, each member of the group must deal with and prove a clearly defined sub-area (e.g. different point of view / different methods/comparison). Attention must be paid to the school's equipment and facilities.

The head teacher forwards the proposed topics including the substantiated recommendation to the head of examinations.

The head of examinations approves one examination topic in each case (if necessary with amendments).

The candidate will be notified of the head of examination's decision by the head teacher at the latest four weeks before the examination date. As of this point in time, the subject-specific examiner and subject teacher may no longer intervene in the candidate's preparations for the examination in an advisory or supporting way.

The candidate shall prepare a short documentation on the chosen topic. The short documentation is a summary (one to a max. of two pages) of the analysis of the topic and contains a description of the main work processes, results and findings from the autonomous work on the topic. It contains all of the sources and aids used, the printout of the provisional presentation - if planned - and an affirmation that the work was carried out independently.

The candidate hands in the short documentation to the head teacher at the latest one day before the preliminary meeting in accordance with Section 26 of the examination regulations. This short documentation is not the subject of the assessment of the performance in the examination. If the short documentation is not handed in on time, the presentation examination cannot be held. The candidate shall then be evaluated with 0 points in the fifth examination subject.

The candidate shall be granted an appropriate preparation time to set up the presentation. The subject-specific examiner is responsible for the perfect working order of the devices. The candidate is responsible for the trouble-free use of the media.

A written record shall be prepared of the examination in accordance with the requirements of Section 27 of the examination regulations and the requirements of Section 2.2.4 of these guidelines. A surveillance sheet may also be used for the assessment. The surveillance sheet shall be included with the written report as an Appendix, as will any materials that may have been used in the presentation.

The assessment shall take place in accordance with the evaluation matrix specified for presentation examinations (in accordance with Appendix 9) and the subject-specific notes on these guidelines prepared by the BLASchA. The performance will be credited in sub-area A in accordance with Section 7 (2) of the examination regulations.

If the content of the examination is graded "poor" or "very poor", the overall examination result cannot be rated with "adequate" (even with a "very good" presentation). In the event of a "very poor" result for the presentation, the overall examination result cannot be rated better than "satisfactory" (even if the content is rated "very good" in both parts of the examination).

2.2.6.2 Debate / controversial discussion

A further form of examination in the fifth examination subject is the debate or controversial discussion.

This type of examination is suitable for the argumentative and controversial development of a topic.

The requirements of the fourth examination subject apply analogously for the preparation of the proposed questions and the procedure. The position assigned to the candidate

(possibly by drawing lots) must be clear in the question for the individual candidate. The positions must allow an informed, balanced presentation and argumentation. Care should be taken to ensure a suitable time budget for each candidate.

Within the specified time, each candidate shall present the position they have been assigned in the issue in an opening statement. This is followed by a free exchange of arguments. At the end of the debate, each candidate must be given the opportunity to reflect on their own position and the course of the debate in a statement that concludes the examination.

Care must be taken to ensure a fair distribution of speaking times. The subject of the assessment in any case is the performance of the individual pupil.

What has been said on the requirements and the assessment in the oral examination in the fourth examination subject shall apply analogously. In addition, candidates must prove their ability to argue in wider contexts and with respect to interdisciplinary references as well as their ability to argue in a communicative and rhetorically appropriate way. The focus of the assessment of the debate lies in the content area (subject and method skills). An assessment with "good" (11 points) assumes that nearly four fifths of the overall result has been achieved, whereby results have to be achieved in all three requirement areas. An assessment with "adequate" (5 points) assumes that results in a requirement area beyond requirement area I have been achieved and that roughly half of the expected overall result has been achieved.

2.2.7 Special learning performance

In individual cases, the head of examinations can set a special learning performance as a fifth examination subject at the head teacher's request.

A special learning performance can be:

- a propaedeutic annual paper with an interdisciplinary character that reflects the results of a comprehensive project in areas that can be assigned to a qualification subject
- the result of interdisciplinary, independent and project-oriented learning over two successive half-years with a written documentation
- a comprehensive contribution from an officially sponsored school competition or an officially sponsored national or international project in the form of individual or team work (up to a maximum of three authors; the individual contribution must be assessable)

A requirement for the contribution is that the special learning performance, or key elements thereof, have not yet been credited as a result in the qualification phase.

The special learning performance consists of a written documentation and a colloquium. The colloquium is held within the scope of the examinations in the fifth examination subject at the end of the qualification phase.

2.2.7.1 Organisation of and support for the special learning performance

The pupil starts the special learning performance when they enter the qualification phase.

The head teacher generally ensures permanent support from the topic-finding phase, through the preparation phase right down to the colloquium by the same subject teacher (first corrector) and appoints a second corrector.

The head teacher applies for approval of a special learning performance for the relevant pupil in the following examination year when they register the current academic year for examinations in accordance with Section 12 of the examination regulations.

The support provided when preparing the special learning performance will be recorded by the first corrector and the pupil. The support report will not be taken into account in the assessment.

The candidate can voluntarily withdraw from the binding contribution of a special learning performance as a fifth examination subject by 15 November (examination date T1) or 15 May (examination date T2) at the latest in the penultimate academic year. The pupil shall present the written declaration of withdrawal to the head teacher.

2.2.7.2 Written documentation

The written documentation of the results and methods to be prepared by the candidate comprises fifteen to twenty pages including a one or two-page thesis paper. The pupil shall enclose a handwritten and signed statement that the special learning performance has been prepared without external help. All sources that have been used shall be quoted, and any Internet pages enclosed as a printout.

2.2.7.3 Marking procedure for the written documentation

The marking procedure for the written documentation shall be analogous to the requirements in 2.1.12. The initial and final marking of the written documentation is the responsibility of the school. Reports and proposed assessments shall be submitted to the head of examinations along with the proposed questions for the oral examination before the preliminary meeting for the oral examination (in accordance with Section 26 of the examination regulations). The head of examinations shall award the grade.

A plagiarism assessment shall be performed by the first corrector before marking. This necessitates the pupil presenting an electronic version of the texts (too). If cheating can be proven, the special learning performance and thus the examination result in the fifth examination subject will be evaluated with 0 points.

2.2.7.4 Colloquium

The colloquium as part of the special learning performance comprises a presentation (first part of the examination) and a discussion (second part of the examination).

Members of the subject-specific examination board for the colloquium shall be appointed in accordance with Section 9 of the examination regulations.

The first part of the colloquium is the presentation (approx. ten minutes). This will not be interrupted. The second part is the discussion. The examination lasts a total of twenty minutes and shall be extended in a group examination by ten minutes for each additional candidate so that all candidates can be examined accordingly.

The candidate shall be granted an appropriate preparation time to set up the presentation. The subject-specific examiner is responsible for the perfect working order of the devices. The candidate is responsible for the trouble-free use of the media.

The presentation is generally supported with media and may contain experimental or artistic shares. Presentations with experimental or artistic shares shall be set up in such a way that they contain an assessment and analysis of the candidate's own performance. Should the presentation contain experimental or artistic elements, the head of examinations can extend the time for the presentation accordingly on request.

The discussion - unlike in oral examinations in the first to fourth examination subjects - initially deals with questions of methodology and content aspects in the sense of a reflection on one's own approach in a propaedeutic context and possibly clarifications of content. It therefore also serves to clarify the autonomy of the results achieved in the first part of the examination.

A written record shall be prepared of the examination in accordance with the requirements of Section 27 of the examination regulations and the requirements of Section 2.2.4 of these guidelines. A surveillance sheet may also be used for the assessment. The surveillance sheet shall be included with the written report as an Appendix, as will any materials that may have been used in the presentation.

2.2.7.5 Assessment, contribution and notification of the special learning performance

An overall grade is awarded for the special learning performance.

The special learning performance shall be assessed in accordance with Appendix 10 and the subject-specific notes prepared by the BLASchA. The assessment shall be at a ratio of 3 : 1 for the written documentation to the colloquium. Point scores are rounded to a whole number; the score is rounded up as of n.5. Results that have already been assessed in the written documentation cannot be part of the assessment for the presentation.

If a result achieved in a school competition or an officially sponsored national or international project is to be credited as a special learning performance, the assessing subject teachers at the school must assess the performance in the competition. The performance in the competition can substitute the written documentation or presentation in a colloquium as necessary. In the event of an artistic competition, the performance in the competition substitutes the presentation.

Apart from the grade in quadruple weighting, the wording of the topic of the special learning performance also appears in the Abitur grade transcript.

The performance will be credited in sub-area A in accordance with Section 7 (2 (b)) of the examination regulations in place of the fifth examination subject.

The candidate will be notified of the overall assessment of the special learning performance together with the results of the oral Abitur examination.

Chapter 3: Latinum (Latin proficiency)

3.1 General remarks

The head of examinations shall decide on the recognition of the Latinum following assessment of an application to be made by the head teacher based on the following regulations.

3.1.1 Requirements

Recognition of the Latinum in accordance with the "Agreement on the Latinum and Graecum" (version in force of the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 22 September 2005) confirms the ability to understand the content of demanding sections of original Latin texts on a linguistic level of difficulty with regard to the fields of political speech, philosophy and historiography (content, structure and message). This understanding shall be proven by a factually correct translation into appropriate German, and if necessary through a detailed interpretation too. This assumes a sound command of the morphology and syntax necessary for an understanding of the text, an adequate vocabulary and the necessary knowledge from the fields of Roman politics, history, philosophy and literature.

3.1.2 Possibilities for award

The knowledge required for the Latinum can be proven through successful participation with at least "adequate" results in progressive compulsory instruction in the subject Latin within the scope of the number of hours of the foreign school

or

through an examination.

3.2 Award through progressive compulsory instruction

The Latinum is generally awarded at the end of the introductory phase or in the qualification phase through successful participation in continuous instruction approved by the BLASchA amounting to a total of sixteen weekly teaching hours in at least four successive academic years.

The grades achieved in the grade transcript that is decisive for the Latinum must be at least "adequate" (grade 4 / 5 grade points).

3.3 Award through an examination

If the requirements for the award of the Latinum are to be proven after continuous instruction amounting to a total of twelve weekly teaching hours, this proof shall be provided by an examination.

For pupils who have acquired the knowledge necessary for the award of the Latinum in

additional instruction at the school (e.g. in a work group) or in private instruction or who received instruction in Latin outside the school under the supervision of the school, the head teacher can apply to the head of examinations for an examination to be held. Approval of the application depends on proof of the adequate preparation of the pupils.

This includes details of the manner in which and how long the pupils have acquired the knowledge necessary for the award of the Latinum as well as the current level of knowledge of the examination candidates (reading lists, knowledge of grammar, topics dealt with).

The examination will be held at the same time as a final gymnasiale examination at the school under the supervision of the representative responsible for the examinations of the Standing Conference of the Ministers of Education and Cultural Affairs. Pupils who are not sitting the Abitur examination themselves can also attend this examination.

The examination is organised as follows:

a) Examination board

The examination shall be held by an examination board comprising the head of examinations as chairperson, the subject-specific examiner and the secretary. The subject-specific examiner must be qualified to teach Latin (secondary level I and II).

b) Requirements

The examination consists of a written and an oral part.

In the written examination, the requirements specified in Section 3.1.1 shall be satisfied taking an unknown Latin text of around 180 words in three hours.

The basis of the oral examination is a Latin text of around 50 words whose level of difficulty should satisfy the requirements specified in Section 3.1.1. The translation shall be followed by a discussion that serves to demonstrate an intense understanding of the text and, if necessary, to prove adequate knowledge of elementary grammar.

The oral examination generally lasts twenty minutes, the preparation time generally lasts thirty minutes.

A bilingual dictionary may be used in the written examination and during the preparation time for the oral examination.

c) Proposed questions

The head teacher shall present the head of examinations with two proposed questions for the written examination that have been prepared by the subject-specific examiner.

The head of examinations shall assess the proposed questions. Should these require major changes, the proposed questions must be revised and re-submitted for approval.

On completion of the appraisal, the head of examinations approves the acceptable

proposed questions and sets an examination question to be answered by the candidate.

The head of examinations must be notified of any cooperation between several schools when preparing the proposed questions for the written examination. In this case, the head of examinations shall set a common date for the written examination at the proposal of the head teacher.

Proposed questions that have been approved but not chosen by the head of examinations for the current academic year can be dealt with in accordance with Section 2.1.8 of these guidelines under the premise of confidentiality.

The proposed question for the oral examination shall be prepared by the subject-specific examiner and submitted to the head of examinations in due time before the examination. The expected performance with reference to the requirements in accordance with Section 3.1.1 shall be enclosed with the proposed question. Care must be taken to ensure that there is an opportunity to discuss and change the proposed questions.

3.4 Pass regulations and grade transcript

The two parts of the examination shall be weighted at a ratio of 2 : 1 (written : oral) when determining the overall grade from the grade for the written and the grade for the oral examination. No part of the examination may be completed with the grade "very poor" (0 points). The grade points in the overall grade are calculated as a whole number; this will not be rounded. The examination has been passed if the overall grade is at least "adequate" (5 points). The translation result shall be weighted double compared to the interpretation result.

The examination has been passed if the overall grade from the written and oral examination is at least "adequate" (grade 4 / 5 grade points). No part of the examination may be completed with the grade "very poor".

A grade transcript in accordance with Appendix 11 shall be issued on the award of the Latinum after compulsory instruction and/or a passed examination.

Chapter 4: Final provision

These guidelines shall enter into force when the resolution is adopted and shall apply for the first time to pupils who commence the introductory phase of the gymnasiale Oberstufe in the 2016 academic year (academic year with examination date T2 for a calendar year) or 2016 / 2017 academic year (academic year with examination date T1 for a calendar year).

The following regulations continue to apply for pupils who commenced the introductory phase before the academic year 2016 (examination date T2 for a calendar year) or 2016 / 2017 (examination date T1 for a calendar year):

- the Guidelines for the Regulations of the German International Abitur Examination of 13 July 2005, as amended on 17 September 2008
- the Guidelines for the Regulations (school leaving examination and university entrance examination) for instruction as a class in the gymnasiale Oberstufe at German schools abroad of 28 September 1994, as amended on 13 July 2005
- the Guidelines for the Abitur examination regulations for instruction in a course system in the gymnasiale Oberstufe at German schools abroad of 28 September 1994, as amended on 17 September 2008
- the Guidelines for Award of the Latinum at German schools abroad of 12 July 1985, as amended on 12 March 2008
- the Guidelines for the special learning performance (BLL) at German schools abroad (resolution of the Joint Committee of the Federation and the Länder on School Affairs Abroad of 12 September 2007) and the Handout on the assessment of special learning performances (BLL) at German schools abroad (resolution of the Joint Committee of the Federation and the Länder on School Affairs Abroad of 17 September 2008)
- the implementing regulations for the fifth examination subject as a colloquium in the German International Abitur examination (resolution of the Joint Committee of the Federation and the Länder on School Affairs Abroad of 10 December 2008, as amended on 04 September 2013)
- the transitional regulations for the regional Abitur (resolution of the Joint Committee of the Federation and the Länder on School Affairs Abroad of 21 September 2011) and the Notes on the transitional regulations for the regional Abitur (resolution of the Joint Committee of the Federation and the Länder on School Affairs Abroad of 12/13 March 2013).

The regulations named above shall expire on conclusion of the examinations in the academic year 2017 (examination date T2) or 2017 / 2018 (examination date T1).

List of Appendices to these guidelines

1. Half-year report (1.6)
2. Cover sheet for proposed question (2.1.3)
3. Declaration of confidentiality when preparing and using the written examination questions in a regional Abitur (2.1.6)
4. Cover sheet for examination question (2.1.11)
5. Written record of the written examination (2.1.11)
6. List of candidates (2.1.12)
7. Written record of the preparation time for the oral examinations (2.2.4)
8. Written record of the oral examination (2.2.4)
9. Evaluation matrix for presentation examinations (2.2.6.1)
10. Evaluation matrix for the special learning performance (2.2.7.5)
11. Grade transcript for Latinum (3.4)