Schola Europaea / Office of the Secretary-General

European Baccalaureate Unit

Ref.: 2025-06-D-31-en-1
Orig.: EN

Draft Report on European Baccalaureate 2025

Joint Board of Inspectors - meeting on 7 and 8 October 2025 Brussels (Hybrid)

Joint Teaching Committee - meeting on 9 and 10 October 2025 Brussels (Hybrid)

REPORT ON EUROPEAN BACCALAUREATE

2025 SESSION

A tour through the 2025 European Baccalaureate session.
Enjoy the reading.

INDEX

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Online Report on European Baccalaureate 2025

- **Online interactive graphs with information from 2017**
- **Annex of the BAC Report with information from 2001**

- Online Report on European Baccalaureate 2025: **https://bit.ly/bacreport25**
- Online interactive graphs + Annex: **https://bit.ly/bacdata25**
- Website of the Office of the Secretary General: **https://www.eursc.eu/**

HIGHLIGHTS

1. Executive Summary and Highlights

1.1. Executive summary

The 2025 European Baccalaureate session provides compelling evidence of the sustained effectiveness and institutional stability of the European Schools system. Among 3,245 registered candidates, 3,234 obtained their European Baccalaureate diploma, representing a success rate of 99.66%. This exceptional achievement rate reflects the high quality of education provided within the European Schools system and the effectiveness of the comprehensive preparation process.

The examination session involved extensive logistical coordination across multiple countries and language sections. 31 participating schools (13 European Schools and 18 Accredited European Schools) contributed to the session, with 170 experts involved in the development of examination papers. This scale of coordination reveals the system's capacity for managing complex, multi-national assessment processes while maintaining consistent quality standards.

Quality assurance measures continued to strengthen the examination's validity and reliability. A sample of six examination papers were audited externally and were found fit for purpose: Biology, Chemistry, Mathematics 3P and 5P, Physics, and Language 1 Greek. The external validations confirm that the examination maintains international standards and provides meaningful assessment of pupils' competencies.

The demographic distribution of candidates reflects the international character of the European Schools system. Candidates represented multiple language sections, with French section accounting for 26.56%, English section with 25.98%, German section with 17.04%, Italian section with 7.89%, and other language sections contributing to the multicultural composition of the cohort. This diversity underscores the examination's role in supporting European integration through education.

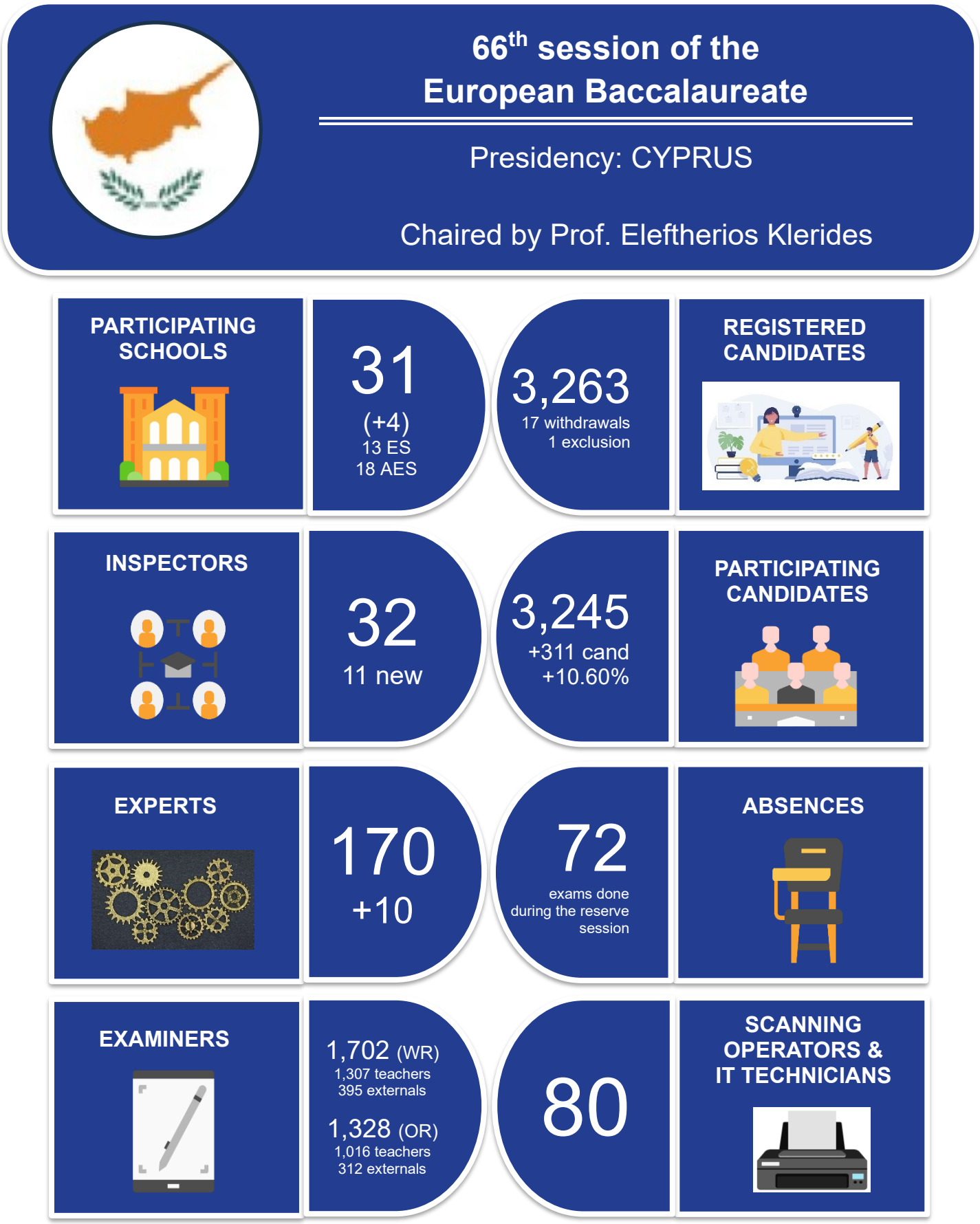
Performance analysis reveals important insights about learning outcomes across the system. 60.02% of the candidates (1,941) succeeded in all the written and oral examinations, demonstrating the rigorous standards maintained throughout the assessment process. This data provides valuable feedback for ongoing curriculum and teaching improvements.

The European Baccalaureate examination represents far more than a final assessment; it embodies a comprehensive approach to educational quality assurance that serves multiple stakeholders, purposes, and continues to fulfil its important role in maintaining educational excellence while supporting European integration through education.

The examination's significance extends beyond individual certification to encompass system-wide quality enhancement, professional development, and curriculum improvement. As the European Schools system continues to evolve and adapt to changing educational needs, the European Baccalaureate examination will undoubtedly remain a key component of educational quality and a symbol of academic excellence in the international education landscape.

Future developments in assessment methodology, including digital innovation and enhanced quality assurance measures, will further strengthen the examination's capacity to serve pupils, parents, teachers, and the broader European educational community. The continued commitment to evidence-based improvement and collaboration across our educational community ensures that the European Baccalaureate will maintain its position as a leading model for high-stakes assessment in the global education context.

1.2. Highlights



MAIN PAPERS	177	165	**PREPARED RESERVE PAPERS**
WRITTEN EXAMINATIONS	16,282	9,735	**ORAL EXAMINATIONS**
CORRECTED SCRIPTS	32,971	51,324 ±16 A3 sheets per candidate	**A3 SHEETS ASSESSED**
SUCCESS RATE	99.66%	77.76	**BACC mark**
WRITTEN MARK	72.30	82.15	**ORAL MARK**

2 INTRODUCTION

2. Introduction

2.1. Letter from Ms Rudomino (Head of the Unit of the European Baccalaureate Unit)

Dear Pupils and Graduates,
Dear Parents, Teachers and Educators,
Dear Members of the European Schools Community,

It is with considerable satisfaction that I present the European Baccalaureate Report for 2025, documenting another year of sustained educational excellence within the European Schools system. The comprehensive data and analysis contained within this report show the continued effectiveness of our transnational educational framework and its capacity to deliver high-quality outcomes across diverse contexts.

The 2025 European Baccalaureate session achieved remarkable results, with a success rate of 99.66%, a clear sign of high academic achievement resulting from rigorous preparation, evidence-based teaching practices, and comprehensive quality assurance mechanisms that distinguish our system.

Our pedagogical staff, drawn from diverse national systems and working collaboratively across linguistic and cultural boundaries, continue to prove exceptional professional competence. Their expertise, combined with deep understanding of our multilingual and multicultural educational approach, enables pupils to develop academic competencies and intercultural understanding essential for global citizenship.

This year marked significant expansion with the integration of four new Accredited European Schools into our network, demonstrating the continued recognition of our qualification and educational philosophy. Each new institution undergoes rigorous evaluation to ensure alignment with our standards while contributing fresh perspectives to our educational community. This growth reflects increasing acknowledgment of the European Baccalaureate as a pathway to academic excellence and international mobility.

Our commitment to educational innovation continues through strategic technological advancement and pedagogical refinement. The successful implementation of digital marking platforms has enhanced assessment efficiency while maintaining security and fairness. Current digitalization initiatives promise to transform examination development, administration, and archival processes, potentially enhancing quality assurance capabilities while reducing logistical complexity. These developments respect foundational principles and prepare our assessment system for future educational challenges and opportunities.

The strength of our educational approach lies in its integration of languages, cultures, and academic disciplines within a coherent pedagogical framework. The multilingual nature of our curriculum ensures that graduates possess sophisticated communication skills and cultural awareness that distinguish them in higher education and professional contexts. These competencies, combined with rigorous academic preparation, position our pupils as effective contributors to international academic and professional communities.

As we advance into an era of educational transformation, the European Schools system remains committed to evidence-based improvement. Ongoing efforts in assessment methodologies, curriculum development, and quality assurance mechanisms ensure that we continue to meet evolving educational needs while maintaining our distinctive character. The challenges facing contemporary education—including digitalization, assessment innovation, and intercultural competency development—align closely with the core strengths of our system. Our experience in managing complex, multinational educational processes positions us well to contribute to broader discussions about the future of international education.

I extend sincere congratulations to all successful candidates whose achievements reflect years of dedicated study and intellectual growth. My deep appreciation goes to the teachers, school management, inspectors, and support staff whose professional excellence and institutional commitment make such achievements possible.

The collaborative effort required to maintain educational quality across our diverse network demonstrates the strength of our shared commitment to educational excellence and European educational cooperation.

As we continue to develop and refine the European Schools system, we remain guided by our fundamental belief that rigorous education, delivered within a framework of intercultural understanding and academic excellence, contributes to building bridges between peoples and advancing the broader European educational project.

With warm regards and European spirit,

Ewa RUDOMINO
Head of the European Baccalaureate Unit

5. THE EUROPEAN BACCALAUREATE

3. The European Baccalaureate

The name 'European Baccalaureate' belongs solely to the European Schools, which, have been the sole authorised users of this designation in all the official languages of the European Union. The European Baccalaureate Diploma is awarded to successful candidates by the Secretary-General of the European Schools on behalf of the Board of Governors. It certifies the completion of secondary studies in a European School or in a school Accredited by the Board of Governors. **It is officially recognised as an entry qualification for Higher Education in all the countries of the European Union**, as well as in several others.

European Baccalaureate Diploma holders enjoy the same rights and benefits as other holders of Secondary School-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of tertiary education in the European Union.

The European Baccalaureate Cycle

The European Baccalaureate cycle comprises the two last years of secondary education (secondary year 6 and secondary year 7) in the European Schools or in Schools Accredited by the Board of Governors.

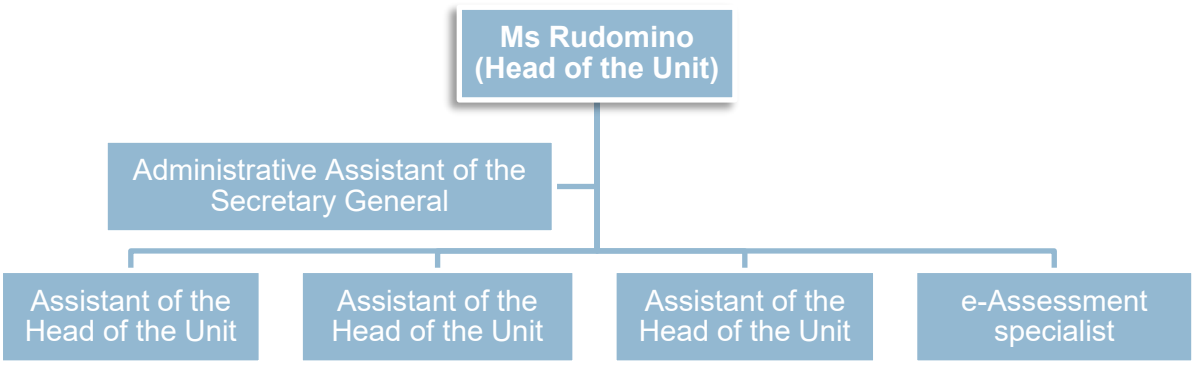
The European Baccalaureate cycle consists of a comprehensive multilingual curriculum. Pupils must always follow a combination of languages, humanities and scientific subjects with subjects taught through more than one language. The core curriculum consists of the following compulsory subjects, some of which can be taken at different levels of complexity:

- At least **two language subjects** (the dominant language and another one)
- **Mathematics,** either 3 periods/week or 5 periods/week
- **One scientific subject,** either the 2-period/week course Science, Technology and Society or any other 4-period scientific subject (Biology, Chemistry or Physics)
- **History and Geography,** either 2 periods/week or 4 periods/week. which are taught through a different language from the dominant one, either in French, English, or German
- **Philosophy,** either 2 periods/week or 4 periods/week
- **Physical Education**
- **Ethics or Religion**

In addition to the core curriculum. pupils have a wide range of options and complementary subjects they can choose from to complete their subject package, which will amount to a minimum of 31 periods per week and to a maximum of 35.

3.1. The European Baccalaureate Unit

The European Baccalaureate Unit is composed of only 6 staff members, being the smallest unit of the Office of the Secretary General:

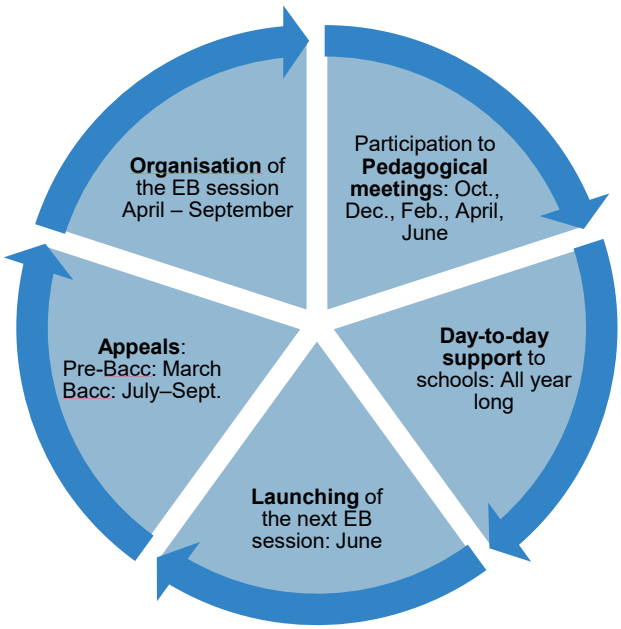


Planning of the Quality Management System

The organisation of a school year / European Baccalaureate session is articulated over a 14-months cycle. There is no discontinuity between one year and the following one. To be able to meet the deadlines set within the EB Regulations, the EB Unit and the schools must work well in advance, planning and preparing for implementation of all main procedures.

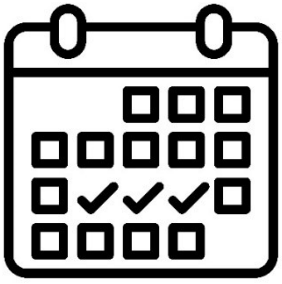
Chronology of a school year – Calendar of the EB session organisation: monthly description

European Baccalaureate Unit: overlapping 14-months cycle.



The comprehensive task inventory of the European Baccalaureate Unit presented below is essential for understanding the quality management framework, as it demonstrates how monthly planning activities integrate with ongoing daily operations to ensure regulatory compliance:

Daily basis tasks



- Assisting the HoU requests (reports, data, information...)
- Assisting the secondary inspectors with EB related tasks
- Answering questions of the schools about the EB regulations and their implementation to specific cases
- Answering questions coming from schools, teachers, experts, delegations, universities
- Contact with the external providers
- Organization of meetings for the different WG, elaboration of subjects. trainings...
- Management of the administrative and contentious appeals
- Encoding of all the European Baccalaureate session expenses
- Preparation of the pedagogical meetings: prepare, update, and finalize documents required for the meetings
- Cooperation with the inspectors and experts having their EB examinations papers elaboration meetings in the Office

August - September
• Preparation of all the necessary documents to be submitted for the Pedagogical meetings in October • Finalization of the European Baccalaureate report on the session, elaboration of the interactive graphs and online annex of the BAC report for the pedagogical meetings • Drafting of the lists of Experts and Examiners • Translation of the Report of the EB Chair • Drafting of the lists of EB Responsible staff members in schools • Preparation of the 'statistical' document on Assurance Quality – Inspectors' on-line reports (for the WG Assessment Secondary) • Handling of the Reserve session • Collecting from the database programmes of s6 pupils and verification • Supervision of the appeals still open • Supervision of the appeals post-September Reserve session • Update and publication of the Handbook for pupils on the EB website • Assessment and evaluation of the on-line correction EB session • New accredited schools having the EB for the first time: support, assist and give them a framework and all needed as their participation in the EB process: organisational. legal aspects, and on-line correction (scanners, papers, training…) • Verification of the s6 ES and AES data (programs of pupils entering the BAC Cycle)

October
• Participation to the Pedagogical meetings (document usually submitted for decision: list of experts; documents usually submitted for opinion: EB report, EB President's report, Art. 5.8. …) • Confirmation of the lists of Experts and Examiners with the Inspectors • Sending of the nomination letters to Experts • Update of the Draft EB Report with the financial part in view of the Budgetary Committee in November • Collecting and managing Article 13 requests (additional examinations) • Collecting all the EB choices from the database for all ES and AES s7 pupils • Verification and compliance of the BAC choices with the schools and SMS (correction of wrong codes, wrong metadata for options…) • Generating of the BAC ID in SMS or MySchool (for AES) • Sending the first invitations to Inspectors and Experts for the elaboration of the EB subjects • Update of the accesses to the EB SharePoint for schools, Inspectors, Experts • Asking the EB Chairperson to provide the names of the University Observation External auditors, Preparation of the Purchase Orders for the University Observation, to be sent to the Accountancy Unit • Agreement on the organisation of the session with the on-line correction system provider (calendar of events and interventions)

November

- Participation to the Budgetary Committee: Draft of the European Baccalaureate Report
- Follow-up of the Article 13 requests (additional examinations): (for the schools) adding or erasing the options from SMS, further to the decisions communicated to the schools
- Starting the drafting of the Memorandum on the organisation of the EB session, in cooperation with the Inspectors and the Schools
- Launching of the written procedure for the EB session Timetable
- Sending of the invitations to Inspectors and experts for the elaboration of the EB subjects
- Checking of the uploading of the written proposals deposited on the SharePoint by the Schools (deadline: 15th November)
- Collecting of the Special Arrangements requests and meeting between the EB Unit and Inspector & external experts. to assess the requests received from the schools
- Collecting of the Pre-Baccalaureate. Orals. Communication of results and Proclamation dates per school

December

- Participation to the Board of Governors (documents usually submitted for approval: EB report, EB President's report, Timetable of the session)
- Updating of the documents for and after the Board of Governors
- Sending of the EB Chairperson report for translation. once approved
- Sending of the EB Report for translation to FR and DE, once approved
- Updating the Memorandum on the organisation of the EB session, in cooperation with the Schools
- Sending of the invitations to Inspectors and Experts for the elaboration of the EB papers
- Preparation of contracts with the University Professors in charge of the external auditing
- Preparation and organization of the WG Observatory meeting with the modified AIREB
- Preparation of online correction platform with the actual data (pupils, examinations, correctors) for the Pre-Baccalaureate session

January

- Updating of the documents after the Board of Governors, preparing them for publication
- Finalisation of the Memorandum on the organisation of the EB session, in view of its publication for the February Pedagogical meetings
- Follow-up of the WG Observatory of the EB Regulations
- Drafting and amending of the AIREB for the next EB session
- Sending of the EB papers to the University Observers for assessment
- Preparation of the documents to be published and submitted to the February Pedagogical meetings (AIREB. QA written exams, QA Procedure, etc.)
- Ordering of the diploma covers
- Ordering of the secured paper
- Second Special Arrangements meeting between the EB Unit and Inspector & external experts, to assess the latest requests received from the schools

February
• Participation to the Pedagogical Meetings (documents usually submitted for opinion: AIREB, Memorandum on the organisation of the session) • Updating of the documents for and after the Pedagogical Meetings • Updating of the Memorandum on the organisation of the EB session, after the Pedagogical meetings • Launching of the written procedure to the BoG for the Memorandum • Sending of the EB papers to the University Observers for assessment • Preparation of the documents to be published and submitted to the Board of Governors • Finalisation of the elaboration process of the EB examination papers - first 'Pass for Printing' • Collecting of the special formats for SEN examination papers

March
• Participation to the Budgetary Committee (documents are not always submitted) • Sending of the invitations to the external examiners, to collect their availability • Sending of the EB papers to be assessed to the University Observers • Preparation of documents to be published and submitted to the Board of Governors • Elaboration process of the EB examination papers, up to the 'Pass for Printing' • Preparation of the logistics for the sending of the Examination papers to the schools: envelops, labels, folders, all needed material • Management of the Pre-Baccalaureate appeals

April
• Participation to the Board of Governors • Update of the Memorandum, after confirming the availabilities of external examiners • Belated 'Pass for Printing' for the last subjects • Drafting of the instructions to the schools (including ART) • Preparation of the logistics for the sending of the Examination papers to the schools: envelopes, labels, folders, all needed material. Contacting the printer for the printing of the examination's papers • Individual adaptation and packing of every paper for candidates with special needs arrangements in place • Sending of the papers to all the schools and follow up of the shipping • Creation of the accounts of all the stakeholders involved in the on-line correction (scanning operators, Teachers, external examiners, Inspectors) • Organisation of the Main session for June

May
• Preparation and sending of the boxes with the EB papers to the schools • Sending the final and approved Memorandum to schools • Sending of the ART Examination to all schools, per email • Assistance to the AES and ES teachers, and external examiners in the training to the online correction system

- Training of the schools (offering the EB for the first time) to the on-line correction system related procedures (scanning and correction)
- Setting up of the correction platform with the actual data (pupils, subjects, correctors)
- Organisation of the Main session for June

June

- Written and Oral examinations: assistance to the Chairperson, Vice-Chairs and Schools in case of problems
- Organisation and follow up of the Main session for June
- Organisation of the Reserve session for June
- Organisation of the Reserve session for September
- Organisation of written examinations' correction centres
- Participation to the Board of Inspectors
- Assistance to the Schools as to the scanning and correction processes
- Sending to the schools of the request for written proposals for the next session

July

- Organisation of the Reserve session in September
- Assistance to the schools as to the printing of the diplomas
- Assistance to the schools in the "viewing of the scripts" procedure
- Management of the administrative / contentious appeals
- Preparation of data and drafting of the EB report on the session, elaboration of the interactive graphs and online annex of the BAC Report

August

- Management of the contentious appeals
- Preparation of the Reserve session of September
- Preparing the online correction platform for the extraordinary session of September
- Encoding of all EB session expenses
- Update of the EB Handbook for pupils
- Updating and drafting of the EB report on the session, elaboration of the interactive graphs and online annex of the BAC Report

3.2. The European Baccalaureate Examinations

3.2.1. Structure of the examinations

The structure of the European Baccalaureate examinations is defined in Article 3. "Uniformity of examinations" of the Arrangements for Implementing the European Baccalaureate Regulations, which specifies that:

ARTICLE 3 — UNIFORMITY OF EXAMINATIONS

3.1 Uniformity of Examinations
The following can be the subject of written and oral European Baccalaureate examinations:

- *Compulsory subjects (with the exception of Physical Education and Religion/Ethics)*
- *Options*
- *Advanced subjects*

All written European Baccalaureate examinations carry the same weighting.
All oral European Baccalaureate examinations carry the same weighting.

3.1.1 All written European Baccalaureate examinations will be the same for all candidates, irrespective of the language section to which they belong.
The examinations in Languages 1, 2, 3 and 4 are different in so far as the examination papers are set with reference to texts in the original languages. However, they must also follow the general harmonization framework.

3.1.2 In Language 1, basic course, a uniform examination will be taken by all the pupils in the same language section. The same applies to Language 1. advanced course.

3.1.3 In Foreign Languages, a uniform examination will be taken in each language and at each level by candidates from all language sections.

5 written examinations	•LI – basic or advanced course •LII – basic or advanced course •Mathematics – 3-periods or 5-periods course •Two 4-period options
3 oral examinations	•LI – basic or advanced course •LII – basic or advanced course or History 2 p. or 4 p. (if not chosen as written exam) or Geography 2 p. or 4 p. (if not chosen as written exam) •1 subject chosen by the pupil among the 2p. compulsory subjects and the 4p. options •or Advanced Mathematics (compulsory for pupils who followed this course).
1 additional examination	•This is only optional and under Article 13 (see below)

Additional written examinations

Article 13 of the Arrangements for implementing the regulations for the European Baccalaureate establishes that candidates may be allowed to sit for an additional written examination of an option subject and the conditions therefor.

Article 13 states that:

13.1 *In particular cases, European School pupils in the final school year may register for the European Baccalaureate in an additional option subject, whether or not they have attended lessons in the subject in question at the School.*

However, in the case of Music and Art. due to specific syllabus requirements, an additional exam can only be applied for if the pupil has followed the subject or if they provide evidence of the prescribed work done during s6 and s7 so as to ensure that the syllabus requirements are met. (…)

13.4 *Only written examinations will be available (…)*

13.4.2 The examination script will be corrected, in the same conditions as normal European Baccalaureate examination scripts.

13.5 *The result in this additional written examination will not be included for the purposes of calculating the final mark appearing on the candidate's Certificate of European Baccalaureate Marks, but will be shown on an Additional Examination Certificate signed by the Secretary-General of the European Schools (…).*

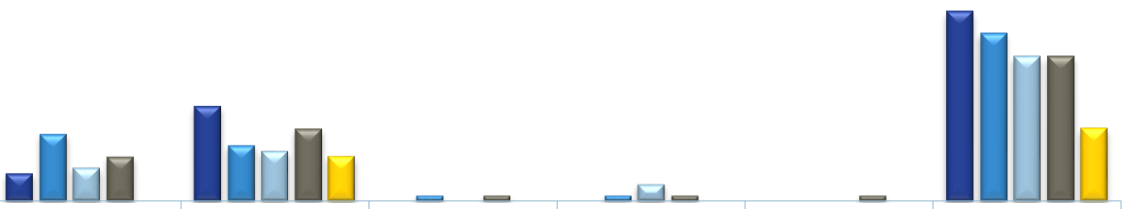
The graph below shows the evolution of requests for an additional written examination over the last five years.

76 requests were received this year (5.55% more requests than previous year), and 69 were accepted.

12 candidates finally withdrew their request before the examinations. Therefore, only 57 additional written examinations were taken under article 13 at the 2025 European Baccalaureate session with an average written mark of 6.88 and a success rate of 87.72%.

As previous years, Physics remains the most popular subject chosen (in 9 different languages: EN, NL, FR, ES, LT, CS, DE, EL and IT) as an additional examination with more cases than last year.

Additional Written Examinations - Art. 13



	BI4	CHI	ECO	HI4	L3	PHY
2025	5	17				34
2024	12	10	1	1		30
2023	6	9		3		26
2022	8	13	1	1	1	26
2021		8				13

3.3. Assessment of the European Baccalaureate Examinations

3.3.1. Marking System

The Board of Governors approved the current marking system for use at secondary in the European Schools in April 2015.

The Marking System came into force gradually in three steps as follows:

Step	School Year	Year Group
• Step 1 • Step 2 • Step 3	• 2018-2019 • 2019-2020 • 2020-2021	• s1-s5 • s6 • s7

The “new” Marking System entered into force at the EB session 2021. It is thus the fourth time it was used at the 2024 European Baccalaureate session.

The introduction of the marking system, together with attainment descriptors derived from the syllabuses, represents a significant development for European Schools. The use of the system has implications for teaching, learning and assessment in our schools.

Introductory training was provided to all schools in the spring of 2017 and other trainings followed as well.

Guidelines were developed to offer additional support to schools and teachers in the implementation of the marking system in practice. The guidelines assisted schools and teachers to engage with the system in an informed way.

The guidelines include an overview of the marking system itself, a glossary of terminology and sections on planning for teaching. learning. assessment and assessment tools and tasks; an explanation of the use of the marking system in school reports; the European Baccalaureate and frequently asked questions. All this information can be found on the document 2017-05-D-29-en-9.

Much of the information in these guidelines could be evident to some of the teachers; however, it was provided to ensure a common understanding and a common approach among teachers and across language sections to support the effective implementation of the new marking system.

The new marking system for the secondary cycle of the European Schools, decided by the BoG at its meeting in Prague 2015, contains numerical marks and alphabetical grades, therefore both are used for assessment, depending on the year level.

To continue with the more holistic approach to assessment used in the primary cycle, in s1-s3 only grades (letters) are used, in single assessment tasks as well as in any kind of report.

To support progression towards the Baccalaureate, whole and half-numerical marks are used from s4 onwards.

In s7 decimal numerical marks are used. The overall average preliminary mark in year 7 is expressed with whole numbers and one decimal and the overall final mark in year 7 is expressed with whole numbers and two decimals.

	Grade (s1-s3)	Numerical Mark (s4-s6)	Numerical mark 1 decimal s7 Preliminary mark	Numerical mark 2 decimals s7 Final mark	Performance Indicator
Excellent though not flawless performance entirely corresponding to the competences required by the subject.	A	10 9.0-9.5	9.0-10	9.00-10	Excellent
Very good performance almost entirely corresponding to the competences required by the subject.	B	8.0-8.5	8.0-8.9	8.00-8.99	Very good
Good performance corresponding overall to the competences required by the subject.	C	7.0-7.5	7.0-7.9	7.00-7.99	Good
Satisfactory performance corresponding to the competences required by the subject.	D	6.0-6.5	6.0-6.9	6.00-6.99	Satisfactory
Performance corresponding to the minimum of the competences required by the subject.	E	5.0-5.5	5.0-5.9	5.00-5.99	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject.	**F**	**3.0-4.5**	**3.0-4.9**	**3.00-4.99**	**Failed (Weak)**
Very weak performance entirely failing to meet the competences required by the subject.	**FX**	**0-2.5**	**0-2.9**	**0.00-2.99**	**Failed (Very weak)**

- This new marking system contains 7 rather than 10 levels.
- Each level is characterized by a performance descriptor, a grade, and a definition of general attainment.
- All ES Syllabuses now contain subject-specific attainment descriptors. It is important that these attainment descriptors be used in planning for teaching, learning, assessment, and reporting.
- A candidate is deemed to pass at 5 (Sufficient – Grade E). A 5 can only be awarded where the requirements of the relevant attainment descriptor have been achieved.

3.3.2. VIATIQUE: the on-line correction platform

For the nineth time, Viatique was the chosen platform to correct on-line the scripts of the 2025 European Baccalaureate session.

The platform helps to optimize and simplify some tasks, as for instance among others: correction of the scripts as soon as they are scanned, follow up of the corrections for inspectors and management of third corrections, viewing of the scripts in the schools, details of the viewing of the scripts on the screen and administration panel.

3.3.3. How does the European Baccalaureate Unit manage and organize the online correction platform for the different examinations' sessions?

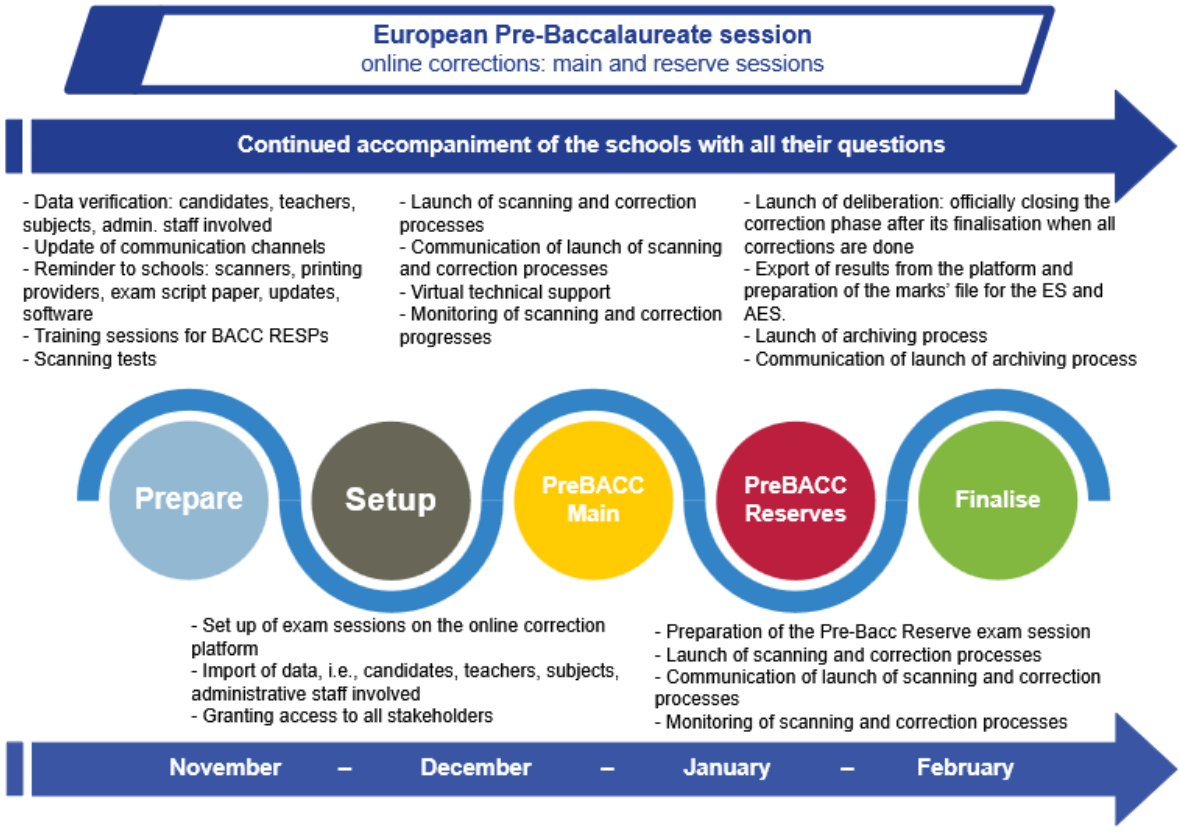
The European Baccalaureate Unit has a critical role at every stage when we talk about the online correction platform. However, the role of the European Baccalaureate Unit is different depending on the examination session: Pre-BAC long exams or BAC session along with the reserve sessions.

Below are diagrams that show the workflow and tasks the European Baccalaureate Unit needs to execute before, during, and after the examinations' sessions.

3.3.3.1. Pre-Baccalaureate session

This year the online correction platform was used mandatorily for the first time used compulsorily by all the schools: the 13 European Schools and 18 Accredited European Schools for both PreBAC and BAC sessions.

This was a big step into the online correction but also into the quality assurance, as all the examinations had to be scanned and no longer possible to introduce marks manually into the current school management system, but through an import file.



3.3.3.2. European Baccalaureate session

After packing the EB papers in their corresponding folders and envelopes, the boxes are sent to the schools around 10 days before the first day of examinations and they are kept in a secure place under surveillance until they need to be used.

The European Baccalaureate session starts 5 weeks before the last day of the school year.

Timetable for the 2025 European Baccalaureate session examinations

Approved by the Board of Governors at its meeting from 3 to 5 December 2024 (Ref.: 2024-10-D-33-de/en/fr-3)

- Written Examinations: 02.06.2025 → 13.06.2025.

	MONDAY 02.06.2025	TUESDAY 03.06.2025	WEDNESDAY 04.06.2025	THURSDAY 05.06.2025	FRIDAY 06.06.2025	SATURDAY 07.06.2025
A.M.	MATH (with calculator)	LANGUAGE 2 / LANGUAGE 2 ADVANCED	LANGUAGE 1 / LANGUAGE 1 ADVANCED	ECONOMICS	CHEMISTRY	ART
P.M.	MATH (without calculator)			ANCIENT GREEK / MUSIC	HISTORY / ONL	

	MONDAY 09.06.2025	TUESDAY 10.06.2025	WEDNESDAY 11.06.2025	THURSDAY 12.06.2025	FRIDAY 13.06.2025	SATURDAY 14.06.2025
A.M.		LANGUAGE 4	PHILOSOPHY	GEOGRAPHY / LATIN	LANGUAGE 3	
P.M.		PHYSICS		BIOLOGY		

- Board of Inspectors (Secondary): 16.06.2025
- Correction of the Written Examinations (teachers): 02.06.2025 → 17.06.2025
- Correction of the Written Examinations (external examiners): 02.06.2025 → 18.06.2025
- Oral examinations: 23.06.2025 → 04.07.2025
- Communication of results: depending on the school / mainly 03.07.2025 or 04.07.2025
- Proclamation: depending on the school / mainly 04.07.2025 or 05.07.2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
16.06.2025	17.06.2025	18.06.2025	19.06.2025	20.06.2025	21.06.2025
Board of Inspectors (Secondary)	End of the correction of the Written Examinations - Teachers	End of correction of the Written Examinations – External examiners	Potential Third Corrections		

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23.06.2025	24.06.2025	25.06.2025	26.06.2025	27.06.2025	28.06.2025
Oral Examinations					

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30.06.2025	01.07.2025	02.07.2025	03.07.2025	04.07.2025	05.07.2025
Oral Examinations					
			Communication of the results		Proclamation

- Reserve session (June)

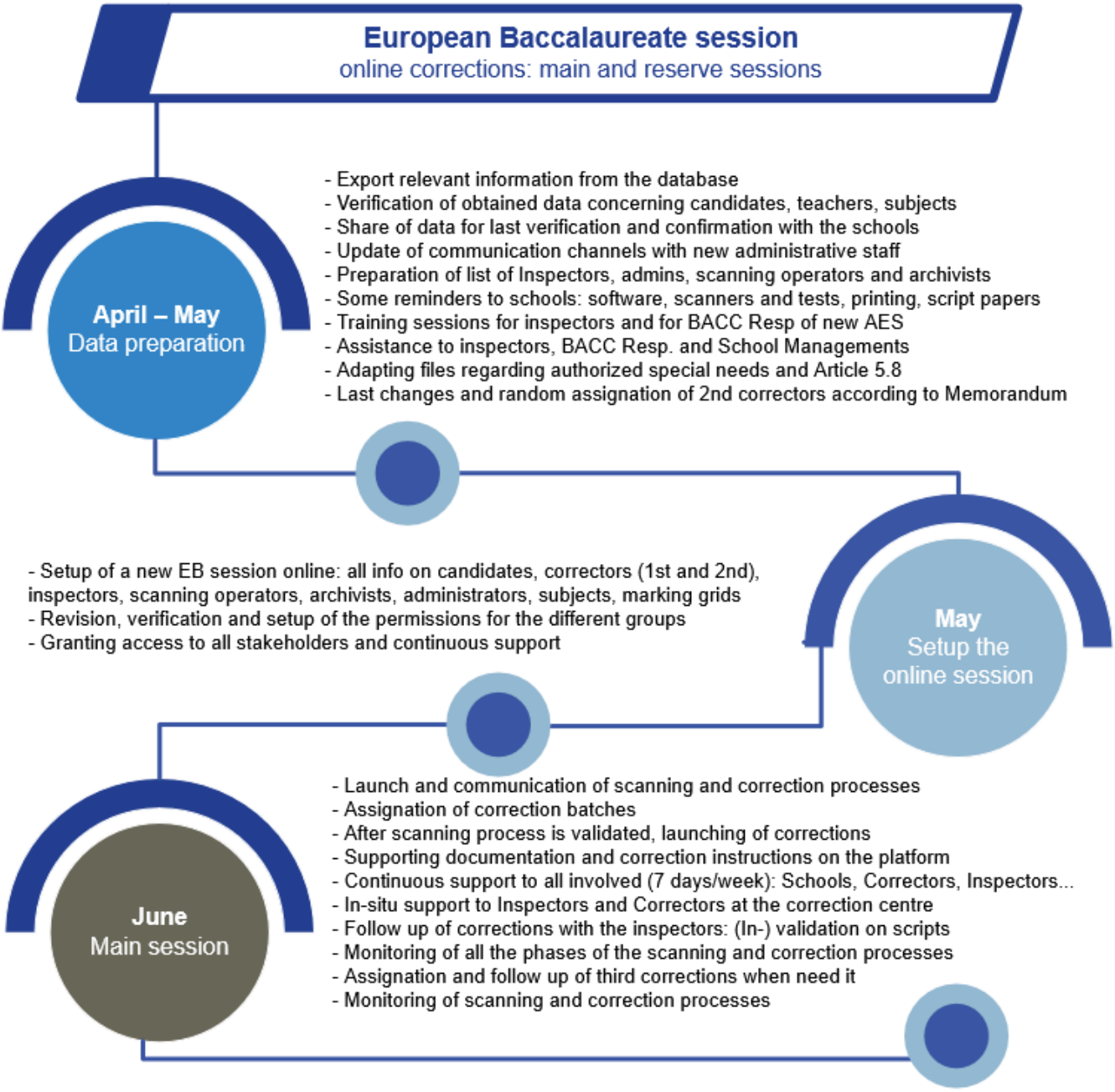
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	10.06.2025	11.06.2025	12.06.2025	13.06.2025	14.06.2025	15.06.2025
A.M.		LANGUAGE 1 ES, PL, PT, SV LANGUAGE 1 ADVANCED DE LANGUAGE 2 ADVANCED EN	LANGUAGE 1 EN, FR LANGUAGE 2 EN	MATH 3P Part B	MATH 5P Part B	
P.M.				MATH 3P Part A	MATH 5P Part A	

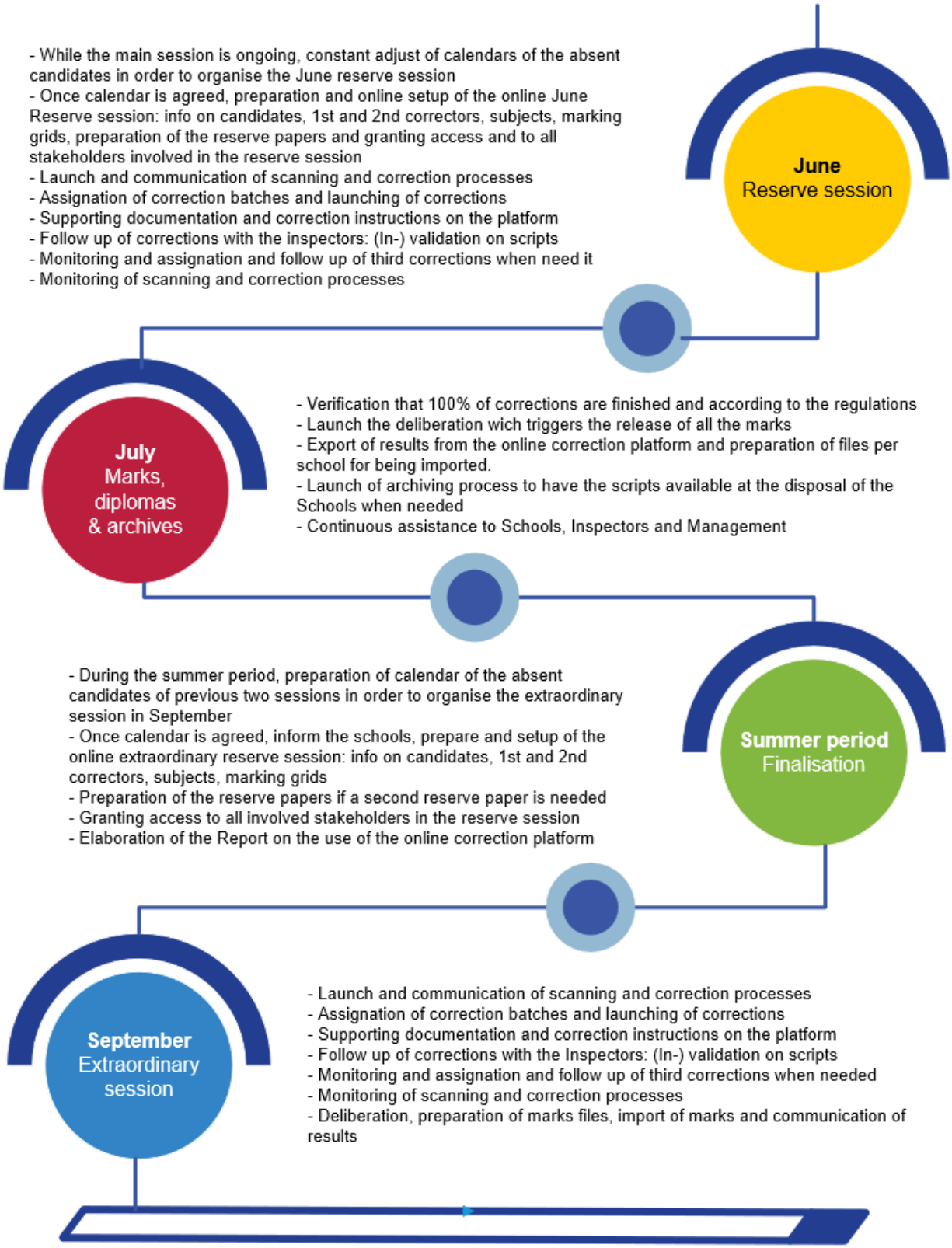
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	16.06.2025	17.06.2025	18.06.2025	19.06.2025	20.06.2025	21.06.2025
A.M.	LANGUAGE 1 DE ECONOMICS PHILOSOPHY	CHEMISTRY GEOGRAPHY LANGUAGE 3 IT, EN		BIOLOGY		
P.M.	HISTORY	PHYSICS				

Correction centres and OSG

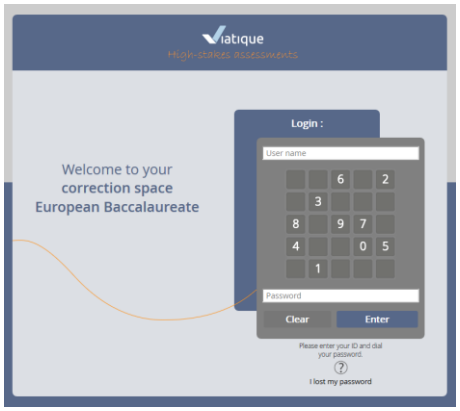
This year only three correction centres were opened: in Germany and in Spain for the experts of L1-L4 German and Spanish respectively and one in Brussels to assess the Art examinations in situ due to their specificity.

During the corrections' week, the Office of the Secretary General welcomed for two days the inspectors and their chief examiners to monitor and closely follow the evolution of the European Baccalaureate written corrections.




- While the main session is ongoing, constant adjust of calendars of the absent candidates in order to organise the June reserve session
- Once calendar is agreed, preparation and online setup of the online June Reserve session: info on candidates, 1st and 2nd correctors, subjects, marking grids, preparation of the reserve papers and granting access and to all stakeholders involved in the reserve session
- Launch and communication of scanning and correction processes
- Assignation of correction batches and launching of corrections
- Supporting documentation and correction instructions on the platform
- Follow up of corrections with the inspectors: (In-) validation on scripts
- Monitoring and assignation and follow up of third corrections when need it
- Monitoring of scanning and correction processes
June
Reserve session
- Verification that 100% of corrections are finished and according to the regulations
- Launch the deliberation wich triggers the release of all the marks
- Export of results from the online correction platform and preparation of files per school for being imported.
- Launch of archiving process to have the scripts available at the disposal of the Schools when needed
- Continuous assistance to Schools, Inspectors and Management
July
Marks, diplomas & archives
- During the summer period, preparation of calendar of the absent candidates of previous two sessions in order to organise the extraordinary session in September
- Once calendar is agreed, inform the schools, prepare and setup of the online extraordinary reserve session: info on candidates, 1st and 2nd correctors, subjects, marking grids
- Preparation of the reserve papers if a second reserve paper is needed
- Granting access to all involved stakeholders in the reserve session
- Elaboration of the Report on the use of the online correction platform
Summer period
Finalisation
- Launch and communication of scanning and correction processes
- Assignation of correction batches and launching of corrections
- Supporting documentation and correction instructions on the platform
- Follow up of corrections with the Inspectors: (In-) validation on scripts
- Monitoring and assignation and follow up of third corrections when needed
- Monitoring of scanning and correction processes
- Deliberation, preparation of marks files, import of marks and communication of results
September
Extraordinary session

3.3.4. Key features supported by the on-line platform



These are some key features supported by the on-line correction platform:

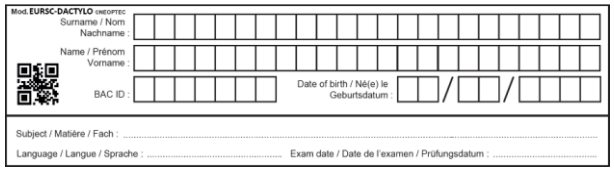
https://eursc.viatique.com/

- **Scanning of the examination scripts**

  The scanning of the scripts was made in each school straight away after each examination is finished. The system is set up so that the scripts are automatically recognized and assigned to the correctors according to the information in the headers.

  The scanning of the examination scripts allowed scripts to be available earlier for second correctors, with the advantage of extending the correction period for second correction.

- **Anonymity**

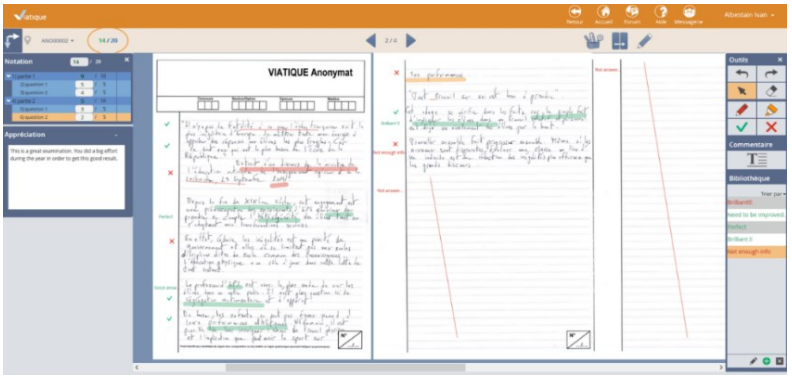
  All examination subjects' scripts were anonymized. except for Art and Music. The written part of these examinations also went on the official examination paper, which was scanned. The final artwork was sent to the established correction centres.

- **Assessment criteria**

  All examinations were accompanied by a marking scheme and grid, correction criteria and guidelines and/or suggested answers. These documents are at the disposal of the correctors in the platform to take them into consideration during the corrections.

- **Multiple correction and marking: Internal / External**

  The on-line tools allowed the same script to be corrected by two correctors (teacher and external corrector). A third corrector can be involved if there is a mark difference of over 2 points between the two correctors. All correctors assign their marks and final commentaries individually.

- **Blind correction**

  The platform allowed scripts to have marking signs, symbols, and annotations without them being accessible to the second corrector, ensuring the second correction remains unbiased.

  However, all these elements were accessible to the third corrector (in the cases of mark disagreement over 2 marks), the inspectorate and EB Unit.

- **Retrieving evidence and accessibility to corrected scripts**

  Corrected scripts were easily accessible since they are stored in a secured server accessible anytime from anywhere. This also eliminates the difficulty of retrieving documents in case of appeals and especially during periods where many members of the staff in the schools are on holidays.

- **Correctors training**

  There is an on-line tutorial on the platform. The electronic tool is web-based so that no software needs to be installed in the correctors' own computers. Assistance for correctors was provided at any moment by the European Baccalaureate Unit.

- **Corrector's assessment**

  The platform was able to inform correctors' performance. Analysis of standard deviation on the corrected items or papers was possible.

- **Monitoring of the correction process**

  The platform allows monitoring and validation of the correction process. It provides immediate access to statistics on performance.

- **Archives**

  The scripts are at the disposal of the schools once the session is 100% over through the platform. Therefore, the schools can provide to the pupils the viewing of the scripts when they request it so by written.

  All the scripts are available in bulk at the disposal of the European Baccalaureate Unit when they are provided by the provider of the platform.

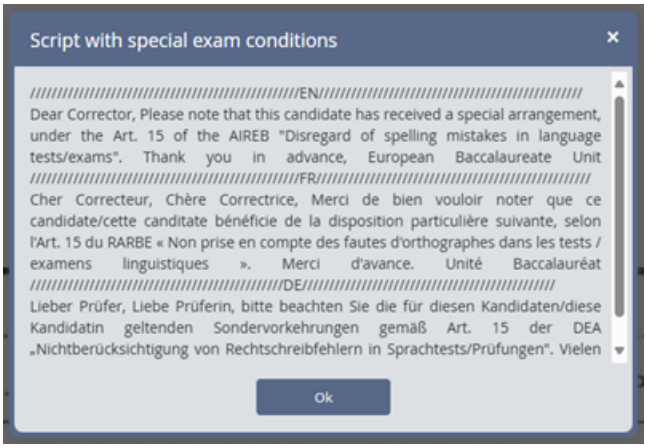
New functionalities implemented in 2025

- **Special arrangement I5 "Disregard of Spelling Mistakes"**

  As of this European Baccalaureate session, a new feature introduced on the online correction platform was used for candidates who had been granted the special arrangement **I5 "Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia in case a spellchecked is not granted."** and with respect of Art. 15 of the AIREB.

  This new feature enabled the European Baccalaureate Unit to import the dispositions of the special arrangement I5 in relation to the pupil and subject(s) concerned directly into Viatique.

  For the designated correctors this information, i.e., to not assess the spelling of the respective candidate, this means that whenever an examination script paper of a linguistic subject of a pupil awarded this special arrangement is opened by a corrector, the message is displayed on the screen.

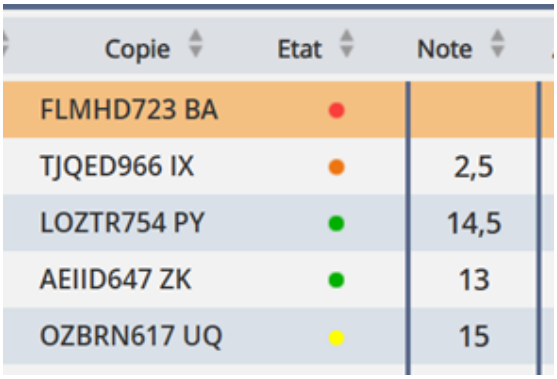


  This new procedure is not only an outstanding improvement of the established procedure but also adds an additional layer of quality assurance as the accessibility of these correction instructions is enhanced.

- **Complete verification of scripts while correcting**

  To ensure that correctors had accessed and assessed all pages and all answers given by the candidate on the examination script paper, an additional quality assurance function on Viatique was enabled. With this new functionality, correctors are obliged to go through every single page of the assigned script before they could proceed with the finalization and validation.

  This improvement comes after an analysis of a few cases where the correctors overlooked some parts of the answers provided by the candidate due to technicalities with the tool.



3.4. Quality Assurance of the European Baccalaureate session

3.4.1. Meeting with the Bac responsible persons

Due to the rapid growth in European Baccalaureate numbers, numerous changes of operations, increase of candidates, special arrangements, many different requests, number of Accredited European Schools starting their first s7 this school year 2024-2025, the European Baccalaureate Unit organised an in-situ BAC RESP STAFF meeting in November 2025. Almost all the schools could attend it.

During this one-day meeting, the European Baccalaureate Unit not only explained the basics of the European Baccalaureate cycle, but it also enabled the schools to deepen their knowledge on the s6-s7 European Baccalaureate cycle, to exchange and connect with colleagues. It was a nice opportunity for all the BAC STAFF members to meet and discuss some points from their own perspective and to tackle some weak points.

3.4.2. University observations of the European Baccalaureate Subjects

The European Baccalaureate examinations are elaborated under the responsibility of the secondary cycle inspectors listed below, assisted by teams of external experts. As is the case every year, for the 2025 EB session, around 170 experts were involved in the elaboration of around 288 different examination papers (177 main papers and 111 reserve papers). Each examination paper was accompanied by suggested answers, assessment criteria, marking instructions and marking grid.

The Board of Inspectors (Secondary) may decide to submit written European Baccalaureate examinations to external auditing to add a further layer of quality assurance.

The external auditing of the examination papers is performed by independent experts with experience in the field of assessment. These experts are proposed by the Chairperson of the European Baccalaureate Examining Board.

For the European Baccalaureate session of 2025, all six examination papers were audited externally and were found fit for purpose:

- **University Observation of the Biology examination paper:**

  The report concluded that the Biology exam was considered fitting for its intended purpose, covering a broad range of topics and competences as defined in the syllabus.

  A few amendments and clarifications to the marking scheme were proposed in the report. All these suggestions were considered in the final version of the examination paper and marking scheme.

- **University Observation of the Chemistry examination paper:**

  Relevant and precise recommendations for both the exam and the marking criteria were made in the report.

  These suggestions were taken into account to improve the final version of the examination paper and marking criteria.

- **University Observation of Mathematics 3P and 5P examination paper:**

  The overall positive report outlined that the level of difficulty was balanced in both examinations, the competences corresponded directly with learning objectives of the syllabus and the marking scheme also covered the different parts of the syllabuses.

  A few suggestions for changes were made, such as a redistribution of the marks between some questions. All these suggestions were taken into account, and changes were made to the final examination paper and marking scheme.

- **University Observation of the Physics examination paper:**

  The report stated that the Physics exam was considered appropriate, well-structured, and comprehensive, with a balanced range of basic and more advanced questions.

  Minor corrections, mainly in the marking criteria, were reviewed and incorporated into the final examination paper.

- **University Observation of the Language 1 Greek examination paper:**

  The report assessed that the Language 1 Greek exam was well structured and clear, and aligned with the syllabus objectives.

  The useful suggestions provided in the report were considered and the amendments were made in the final examination paper.

3.4.3. Instructions given by Inspectors during the corrections of EB 2025 session

During the written examinations' session, following the remarks/feedback of correctors, some Inspectors released some instructions to the attention of both the internal and external correctors. The remarks from correctors were mainly for discrepancies in questions and the Inspector concerned gave as an instruction to give full points for the questions concerned or gave some clarifications on how to correct the questions concerned without penalizing the pupils.

These instructions were sent by e-mail to all internal and external correctors and a message in the Viatique forum was also sent to their attention. The European Baccalaureate Unit, along with the Inspectors concerned, verified that these instructions were correctly followed by the correctors.

Here is an overview of the instructions sent during the written examinations:

Subject	Lang.	Pupils concerned	Correctors concerned	Nature of the inaccuracy/remarks	Solution/Clarifications
CHI	NL	49 pupils in 6 schools	1 external 7 teachers	Translation inaccuracy	Full marks for the question concerned
PHY	NL	51 pupils in 6 schools	1 external 7 teachers	Part of question missing	Full marks for the question concerned

HI4	All	767 pupils in all schools	21 externals 73 teachers	Teachers complained that the Delors Plan was not part of the syllabus	Inspector clarified the marking criteria
L4-	FR	87 pupils in 13 schools	2 externals 13 teachers	Marking criteria inaccuracy	Inspector clarified the marking criteria and full marks to be given for a question in part I
MA5	SL	4 pupils in 1 school	1 external 1 teacher	Discrepancy in Question A6b	The corresponding mark to QUESTION A6) (1 mark out of 2) were given for part b) of the question, if the candidates have calculated n=5.
MA5	FI	17 pupils in 3 schools	1 external 3 teachers	Discrepancy in Question A2	Full marks for the question concerned
PHY	SL	1 pupil in 1 school	1 external 1 teacher	Discrepancy in Question 3 part c)	Full marks for the question concerned
LAT	All	11 pupils in 6 schools	2 externals 7 teachers	Discrepancy in the texts of the pensum part	Inspector clarified the marking criteria and gave instructions for the corrections
L3-	FR	188 pupils in 21 schools	4 externals 27 teachers	Discrepancy in the lines of the text and marking grid in Viatique	Inspector clarified the marking criteria and gave instructions for the corrections
L3-	NL	60 pupils in 7 schools	2 externals 7 teachers	Mistake in Viatique grid	Inspector gave instructions on how to allocate points to avoid mistakes
MA3 Reserve	FR IT	2 pupils in 2 schools	2 externals 2 teachers	Discrepancy in PART A Question 6	Full marks for the question concerned

3.4.4. Scrutineering

Within the framework of the assurance quality of the European Baccalaureate Examinations for the 2025 session, it has been decided to apply the procedure of scrutineering to the English language examination papers L1 to L2A, as well as Mathematics 3P & 5P examination papers.

The scrutineering procedure foresees the sitting of the examination in identical conditions as the pupils. For such purpose, the cooperation of qualified teachers who should have experience in teaching s7, but who cannot be teaching in s7 in this current year, was asked in the European Schools of Brussels.

The candidature of these teachers was assessed by Inspector Victor-Byrne for EN L1-L2A and by Inspector Yilmaz for Mathematics and were informed as to whether they were selected for the scrutineering procedure. In total, 2 teachers were selected for the scrutineering of the EN L1-L2A examination papers and 4 teachers for the Mathematics 3P & 5P examination papers. A confidential document was then signed by each participant.

The scrutineering process took place in the OSGES premises in Brussels, in February and March 2025.

A final report on the content of the examinations was drafted by the participating teachers to the Inspector concerned. Remarks and suggestions made by the teachers, such as shortening the length of the examination or simplifying the wording, were considered by the Inspectors concerned.

This exercise was considered very valuable, leading to improvements in the exam papers and should be continued and extended to include the marking scheme.

3.4.5. Quality assurance of the European Baccalaureate examinations proceedings

The Quality Assurance procedure within the European Baccalaureate session foresees a rotation between schools and Inspectors.

The role of inspectors as Vice-Chairpersons of the European Baccalaureate includes being present during the oral examinations and the communication of results meeting. It may also include being present during the written examinations. Their presence at the examination centre is obligatory. Attendance at the communication of results meeting is expected, either in-situ or online.

Every examination centre must have an inspector assigned as vice-person for the entire BAC session (AIREB 5.3). There may be several inspectors assigned to the same examination centre, depending on the number of candidates.

The presence of the Inspectors during the examinations is a central aspect of the quality assurance framework of the European Baccalaureate. Inspectors act as European Baccalaureate Vice-Chairpersons in the different schools/examination centres where they perform a series of assessment and evaluation tasks to assure and improve the overall quality of both written and oral European Baccalaureate examinations.

WRITTEN EXAMINATIONS

EB Vice Chair-persons will visit the examination centres during the written examinations according to the following principles:

- To provide continued support to schools and ensure that the high levels of adherence to processes and procedures are maintained across the system
- To support management and schools in this work, with recommendations and acknowledgment for their work in relation to ensuring that procedures are followed as agreed
- To support changes and evolving needs in particular schools e.g. change in management, change in relation to staff responsible for the Bac, etc.
- To support the training and mentoring of new inspectors

<u>European Schools</u>

- Schools (ES & AES) may receive an Incidental Visit (note: the school will be notified at least the day before the visit)
- Every year a maximum of 4 schools (ES & AES) may receive an Incidental Visit
- The visited schools will be decided by the BIS during the meeting in February
- Inspectors will write a report (online) about their observations and findings, along with key recommendations for improvement which will be shared with the school

<u>Accredited European Schools</u>

- All Accredited European Schools which are new to the Baccalaureate, are visited for their first 3 Baccalaureate sessions
- No inspector should visit the same examination centre in 3 consecutive years
- After 3 years, the AE Schools may be visited incidentally as outlined above

The Incidental visits are carried out according to the existing QA regulations:

- schools are visited for a maximum of 2 days by one inspector per school and two inspectors in the case of shadowing/mentioning
- at least 2 written examinations are visited and monitored

Other schools, not selected for Incidental Inspections by the Inspectorate, can be visited by the Chairperson of the Baccalaureate, the selection will be made each year by the Chairperson. This will provide continued support to schools and will ensure that the high levels of adherence to processes and procedures are maintained.

ORAL EXAMINATIONS

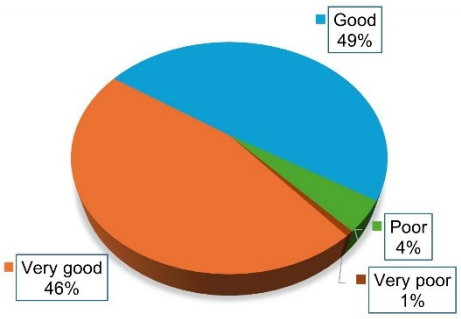
For the oral examinations, all examination centres will be visited every year. Inspectors may be assigned to more than one school. Examination centres will be visited for a maximum of 4 days during the oral examinations by the assigned Vice-Chairperson, or by each of the nominated Vice-Chairpersons if there is more than one.

This year the supervision of the examination centres was distributed as follows:

	EUROPEAN SCHOOLS
Alicante	Insp. Alex COENEN Insp. Mercedes GARZON LOPEZ
Bergen	Insp. Maria José BUGIA
Brussels 1 - UCC	Insp. Jūratė VENIUTE-VAICIKAUSKIENE Insp. Elisabeth NIDO
Brussels 2 - WOL	Insp. Jana HANDZELOVA
Brussels 3 - IXL	Insp. Miriam STANONIK
Brussels 4 - LAE	Insp. Edith NEUTEL
Frankfurt	Insp. Renata JURANOVA
Karlsruhe	Insp. Katarina GRGEC
Luxembourg 1 - LUX	Insp. Rodica CHERCIU
Luxembourg 2 - MAM	Insp. Athanasios KOUTROUMBAS
Mol	Insp. Tamas JAKAB
Munich	Insp. Diana SACCARDO
Varese	Insp. Erik de BOU

ACCREDITED EUROPEAN SCHOOLS	
Argenteuil	Insp. Natasa Lovric Insp. Ewa STAWECKA
Brindisi	Insp. Diana SACCARDO
Copenhagen	Insp. Max WOLFF
Den Haag	Insp. Max WOLFF
Differdange	Insp. Irmgard PLATTNER Insp. Karen P'ÖLK
Edward Steichen	Insp. Alper Yilmaz Insp. Christer Rovang JAKOBSEN
Helsinki	Insp. Tamas JAKAB
Heraklion	Insp. Javier GARRALON BARBA
Junglister	Insp. Philippe ROME Insp. Malina EDREVA AUDOIN
Ljubljana	Insp. Tuulamarja HUISMAN Insp. Elita RAČIŅA
Manosque	Insp. Elisabeth NIDO
Mondorf	Insp. Javier GARRALON BARBA Insp. Michelle VICTOR-BYRNE
Paris La Defense	Insp. Jean-Pierre GROSSET-BOURBANGE Insp. Eric CILIEN
Parma	Insp. Insp. Erik DE BOU
RheinMain	Insp. Katarina GRGEC
Strasbourg	Insp. Alper YILMAZ
Tallinn	Insp. Tuulamarja HUISMAN
Warsaw	Insp. Renata JURANOVA Insp. Clarissa PADOVANI

3.4.6. Satisfaction surveys as part of the Quality assurance of the European Baccalaureate examinations



Following the completion of the 2025 European Baccalaureate session, comprehensive satisfaction surveys were distributed to all key stakeholders involved in the examination process, including teachers, external correctors, chief examiners, and inspectors. This systematic feedback collection mechanism represents an integral component of the quality assurance framework, providing valuable insights into the examination process from multiple perspectives. The surveys received robust participation rates, with around 900 responses collected for written examinations and over 600 responses for oral examinations, representing significant participation among oral examiners and comprehensive coverage across all participating schools and examination centres.

The quality of written examination questions received overwhelmingly positive feedback from examiners, with 45.64% rating them as "very good" and 49.29% considering them "good", demonstrating that 94.93% of respondents found the examination content to be of high standard. Only a minimal proportion expressed reservations, with 4.36% rating questions as "poor" and merely 0.71% considering them "very poor". This distribution indicates robust examination design that meets professional standards and appropriately assesses student competencies across the curriculum.

The digital assessment platform Viatique received exceptional endorsement from users, with 70.64% of examiners describing their overall experience with the online correction tool as "very good" and 27.95% rating it as "good". This represents 98.59% positive feedback for the correction platform. Negative experiences were minimal, with only 1.06% reporting "poor" experiences and 0.35% indicating "very poor" satisfaction levels. The platform's user-friendliness was further validated through learning curve assessments, where 57.31% found the tool "very simple" to master and 41.16% considered it "simple", indicating highly intuitive design.

As regards technical functionality, script readability through the digital platform gathered strong approval, with 54.01% of correctors rating readability as "very good" and 41.16% as "good", achieving 95.17% positive ratings. The annotation and commenting tools received similarly positive evaluation, with 42.22% rating usability as "very good" and 48.47% as "good", totalling 90.69% satisfaction among users. These technical aspects demonstrate the platform's effectiveness in supporting accurate and efficient assessment processes.

The proceedings of the oral examinations received generally positive validation from examiners, with 93.68% confirming that the interaction between examiners was adequate for commenting on candidates' performance appropriately, whether in-situ or online. Examiner opinions were divided regarding the difference in candidates' performance in online versus in-person examination. 35.11% believe that online oral examinations produce similar or better candidate performance compared to fully in-person settings, while 64.23% expressed preference for traditional face-to-face examination formats. Similarly, regarding the psychological impact of online examination formats on students, examiner perspectives showed mixed responses, with 47.59% believing that online external examiner participation increases candidate stress levels, while 32.45% disagreed with this assessment. The interaction between candidates and remote examiners was reported as smooth by 87.2% of the respondents participating in online examination settings.

The technological infrastructure supporting the examinations demonstrated high reliability, with 91.16% of correctors reported no difficulties during the correction process, while only 6.96% encountered challenges, further confirming the platform's operational effectiveness.

The satisfaction surveys demonstrate that the European Baccalaureate examination system maintains exceptionally high-quality standards across all operational dimensions. Feedback from examiners was predominantly positive, ranging from good to very good across all assessed categories. These comprehensive feedback mechanisms contribute significantly to the quality assurance framework by providing evidence-based insights that inform ongoing refinements to examination processes, technological platforms, and assessment methodologies.

3.5. Inspectors responsible for the different subjects

Literary subjects

ANCIENT GREEK
- Insp. Athanasios KOUTROUMBAS

ART
- Insp. Alex COENEN

GEOGRAPHY
- Insp. Erik DE BOU
- Insp. Christer Rovang JAKOBSEN

HISTORY
- Insp. Irmgard PLATTNER

LATIN
- Insp. Jean-Pierre GROSSET-BOURBANGE

MUSIC
- Insp. Miriam STANONIK

PHILOSOPHY
- Insp. Nataša LOVRIĆ

Scientific subjects

BIOLOGY
- Insp. Max WOLFF

CHEMISTRY
- Insp. Maria José BUGIA

ECONOMICS
- Insp. Katarina GRGEC

MATHEMATICS 3P & 5P
- Insp. Alper YILMAZ

PHYSICS
- Insp. Mercedes GARZÓN LÓPEZ

Linguistic subjects: **LANGUAGE I and L I advanced level**

BG	Insp. Malina EDREVA AUDOIN
CS	Insp. Renata JURANOVA
DA	Insp. Christer Rovang JAKOBSEN
DE	Insp. Karen PÖLK
EL	Insp. Athanasios KOUTROUMBAS
EN	Insp. Michelle VICTOR-BYRNE
ES	Insp. Javier GARRALÓN BARBA
ET	Insp. Elisabeth NIIDO
FI	Insp. Tuulamarja HUISMAN
FR	Insp. Jean-Pierre GROSSET-BOURBANGE Insp. Eric CILLIEN Insp. Philippe ROME
HR	Insp. Nataša LOVRIĆ
HU	Insp. Tamas JAKAB
IT	Insp. Diana SACCARDO
LT	Insp. Jūratė VENIUTE-VAICIKAUSKIENE
LV	Insp. Elita RAČIŅA
MT	Insp. Clarissa PADOVANI
NL	Insp. Edith NEUTEL
PL	Insp. Ewa STAWECKA
PT	Insp. Maria José BUGIA
RO	Insp. Rodica CHERCIU
SK	Insp. Jana HANDZELOVÁ
SL	Insp. Miriam STANONIK
SV	Insp. Alper YILMAZ

Linguistic subjects: **LANGUAGE II, III, IV including advanced levels**

DE	Insp. Irmgard PLATTNER
EL	Insp. Athanasios KOUTROUMBAS & Insp. Irena RODOSTHENOUS
EN	Insp. Michelle VICTOR-BYRNE Insp. Clarissa PADOVANI
ES	Insp. Javier GARRALÓN BARBA
FI	Insp. Tuulamarja HUISMAN
FR	Insp. Jean-Pierre GROSSET-BOURBANGE Insp. Eric CILLIEN Insp. Philippe ROME
IT	Insp. Diana SACCARDO
NL	Insp. Edith NEUTEL & Insp. Erik DE BOU
PT	Insp. Maria José BUGIA
SV	Insp. Alper YILMAZ

ONL: Other National Languages

FI	Insp. Tuulamarja HUISMAN
GA	Insp. Michelle VICTOR-BYRNE
MT	Insp. Clarissa PADOVAN
SV	Insp. Tuulamarja HUISMAN

THE 2025 EUROPEAN BACCALAUREATE SESSION

4. The 2025 European Baccalaureate Session

4.1. Abbreviations

SUBJECTS			
Artistic Education	ART	Art (4 hours)	WR
Biology	BI2	Biology (2 hours option)	OR
	BI4	Biology (4 hours option)	WR or OR
Chemistry	CHI	Chemistry (4 hours)	WR or OR
Economics	ECO	Economics (4 hours)	WR
Geography	GE2	Geography (2 hours option)	OR
	GE4	Geography (4 hours option)	WR or OR
Ancient Greek	GRE	Ancient Greek (4 hours)	WR
History	HI2	History (2 hours option)	OR
	HI4	History (4 hours option)	WR or OR
Language Basic course	L1-	Language I (4 hours)	WR and OR
	L2-	Language II (4 hours)	WR and/or OR
	L3-	Language III (4 hours)	WR or OR
	L4-	Language IV (4 hours)	WR or OR
Language Advanced course	L1A	Language I Advanced (3 hours)	WR and OR
	L2A	Language II Advanced (3 hours)	WR and/or OR
Latin	LAT	Latin (4 hours)	WR
Mathematics	MA3	Math (3 hours)	WR
	MA5	Math (5 hours)	WR
	MAA	Math Advanced (3 hours)	OR
Musical Education	MUS	Music (4 hours)	WR
Other National Language	ONL	Other National Language (4 hours)	WR or OR
Philosophy	PH2	Philosophy (2 hours)	OR
	PH4	Philosophy (4 hours)	WR or OR
Physics	PHY	Physics	WR or OR

LANGUAGES	
BG	Bulgarian
CS	Czech
DE	German
DA	Danish
EL	Greek
EN	English
ES	Spanish
ET	Estonian
FI	Finnish
FR	French
GA	Gaelic
HR	Croatian
HU	Hungarian
IT	Italian
LT	Lithuanian
LV	Latvian
MT	Maltese
NL	Dutch
PL	Polish
PT	Portuguese
RO	Romanian
SK	Slovak
SL	Slovene
SV	Swedish

SCHOOLS			
Accredited European Schools		European Schools	
*BAR	European School of Brussels-Argenteuil	ALI	Alicante
*BRI	Liceo scientifico “Fermi Monticelli” Brindisi	BER	Bergen
*CPH	European School Copenhagen	BR 1 / UCC	Bruxelles 1 – Uccle
*DHG	Europese School Den Haag	BR 2 / WOL	Bruxelles 2 – Woluwe-Saint-Pierre
*DIF	École Differdange	BR 3 / IXL	Bruxelles 3 – Ixelles
*EDS	École internationale Edward-Steichen	BR 4 / LAE	Bruxelles 4 – Laeken
*HEL	European Schooling Helsinki	FRF	Frankfurt
*HER	School of European Education Heraklion	KAR	Karlsruhe
*JUN	Lënster Lycée. Junglinster	LUX 1 / LUX	Luxembourg 1 – Luxembourg
*LJB	European School Ljubljana	LUX 2 / MAM	Luxembourg 2 – Mamer
*MAN	École internationale de Manosque	MOL	Mol
*MON	Ecole internationale Mondorf-les-Bains	MUN	Munich
*PAD	Paris la Défense	VAR	Varese
*PAR	Scuola per l'Europa di Parma		
*RHM	Europäische Schule RheinMain		
*STR	École européenne de Strasbourg		
*TAL	Tallinna Euroopa Kool		
*WAR	European School of Warsaw		
OTHER			
EB	European Baccalaureate		

4.2. The EB 2025 session: Candidates and Schools

4.2.1. Number of candidates in the 2025 European Baccalaureate session

European School of (ES)

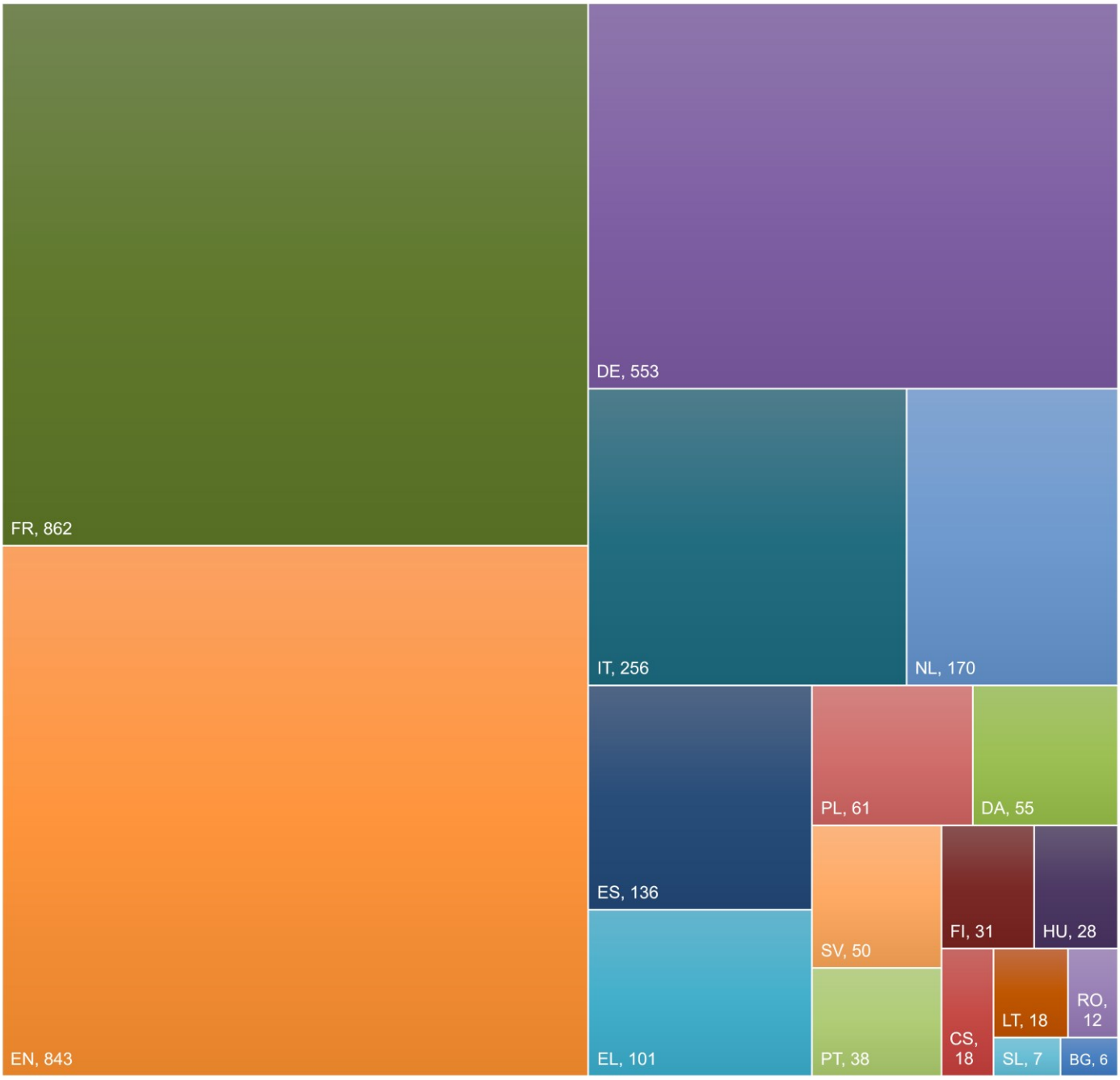
1.	Alicante	(ALI)	103 candidates
2.	Bergen	(BER)	50 candidates
3.	Bruxelles 1 – Uccle	(BR 1 - UCC)	297 candidates
4.	Bruxelles 2 – Woluwe	(BR 2 - WOL)	273 candidates
5.	Bruxelles 3 – Ixelles	(BR 3 - IXL)	320 candidates
6.	Bruxelles 4 – Laeken	(BR 4 - LAE)	272 candidates
7.	Frankfurt	(FRF)	117 candidates
8.	Karlsruhe	(KAR)	77 candidates
9.	Luxembourg I	(LUX1-LUX)	285 candidates
10.	Luxembourg II	(LUX2-MAM)	231 candidates
11.	Mol	(MOL)	60 candidates
12.	Munich	(MUN)	194 candidates
13.	Varese	(VAR)	120 candidates
			2,399 candidates

Accredited European Schools (AES)

1.	Escuela Europea Bruselas Argenteuil	(*BAR)	3 candidates
2.	Liceo Scientifico "Fermi-Monticelli" – European High School Brindisi	(*BRI)	31 candidates
3.	European School Copenhagen	(*CPH)	59 candidates
4.	Europese School Den Haag	(*DHG)	92 candidates
5.	International School Differendange	(*DIF)	118 candidates
6.	École internationale Edward-Steichen	(*EDS)	39 candidates
7.	European Schooling Helsinki	(*HEL)	28 candidates
8.	School of European Education of Heraklion	(*HER)	17 candidates
9.	Lënster Lycée International School	(*JUN)	77 candidates
10.	European School Ljubljana	(*LJB)	12 candidates
11.	École internationale de Manosque	(*MAN)	23 candidates
12.	Ecole internationale Mondorf-les-Bains	(*MON)	29 candidates
13.	Paris la Défense	(*PAD)	15 candidates
14.	Scuola per l'Europa di Parma	(*PAR)	49 candidates
15.	The European School RheinMain	(*RHM)	130 candidates
16.	École européenne de Strasbourg	(*STR)	91 candidates
17.	Tallinna Euroopa Kool	(*TAL)	20 candidates
18.	European School of Warsaw	(*WAR)	13 candidates
			846 candidates

TOTAL NUMBER OF CANDIDATES EB Session	**3,245 candidates**

Number of candidates per Linguistic Section - BACC 2025



The following numbers represent the choices done by the candidates for their written and oral examinations.

	Cands.		Writtens	Add. Exams	Total Written		Orals	TOTAL
ES	2,399	5 per cand.	**11,995**	**50**	**12,045**	3 per cand.	**7,197**	**19,242**
AES	846	5 per cand.	**4,230**	**7**	**4,237**	3 per cand.	**2,538**	**6,775**
TOTAL	**3,245**		**16,225**	**57**	**16,282**		**9,735**	**26,017**

The following tables show the repartition of options of the candidates of the European Baccalaureate 2025 session, by school and by subject:

WRITTEN EXAMINATIONS

	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	ALI	BER	BR1	BR2	BR3	BR4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Total
AR4			10	8	19	12	1	7	11	2	2	4		5	21	16	3	1	15		30	37	24	26	11	8	33	21	8	25	23	383
BI4		12	15	17	20	9	8	2	26	3	7	4	4	7	22	15	9	8	15	28	77	63	78	61	25	11	58	55	16	33	27	735
CHI		11	3	35	23	10	7	3	16	2	11	10	7	16	4	22	4	2	21	18	83	57	73	55	28	15	73	40	26	34	22	731
ECO	1		4	35	20	6	4	3	19	5		3	4		49	25			11	15	7	57	50	67	31	21	45	68	17	32	23	622
GE4			11	14	25	3	2		3	2	7	3	4	8	44	6	4		6	6	60	54	45	48	20	27	43	28	14	40	22	549
GRE	1																						10									11
HI4		15	34	16	25	4	8	3	14	4	6	3	4	12	33	6	7	3	19	2	76	55	92	93	13	5	73	62	10	50	20	767
L1-	3	31	59	92	118	39	28	17	68	12	19	28	15	49	120	84	16	13	103	50	292	262	297	254	114	73	269	220	56	190	120	3,111
L1A									9		4	1			10	7	4				5	11	23	18	3	4	16	11	4	4		134
L2-	3	31	59	92	108	39	28	17	77	9	21	28	15	43	122	82	20	10	90	45	272	261	315	257	110	72	265	211	54	183	114	3,053
L2A					10					3	2	1		6	8	9		3	13	5	25	12	5	15	7	5	20	20	6	11	6	192
L3-	2	13	20	27	46	10	10	4	24	3	5	14	2	13	8	34	2	3	26	11	75	72	89	80	46	20	83	63	7	87	36	935
L4-	1	5	9	3	26	9	3		12	1		6		15	12	19		1	36		37	42	61	25	14	13	46	41		24	19	480
LAT	1											1				2		2				4					1					11
MA3	3	25	32	43	84	30	12	14	49	6	5	20	5	24	109	49	10	8	59	23	135	137	145	135	64	56	156	107	27	105	72	1,749
MA5		6	27	49	34	9	16	3	28	6	18	9	10	25	21	42	10	5	44	27	162	136	175	137	53	21	129	124	33	89	48	1,496
MU4					7										4						6			3			5	2			4	31
ONL							1																				1			1		3
PH4		1	5	8	12	2	9	7	13			3		10	32	9		1	21	7	41	27	26	29	13	14	16	13	4	12	12	347
PHY		5	7	26	13	13	3	5	18	2	8	7	5	12	31	28	11	5	36	25	102	82	105	58	33	20	99	76	23	50	34	942
Total	**15**	**155**	**295**	**465**	**590**	**195**	**140**	**85**	**387**	**60**	**115**	**145**	**75**	**245**	**650**	**455**	**100**	**65**	**515**	**262**	**1,485**	**1,369**	**1,613**	**1,361**	**585**	**385**	**1,431**	**1,162**	**305**	**970**	**602**	**16,282**

ORAL EXAMINATIONS

	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	ALI	BER	BR1	BR2	BR3	BR4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Total
BI2	2	3	14	22	42	4	6	6	15	4	2	13	1	9	65	26	2	3	31	9	59	45	53	51	29	21	38	50	21	48	27	721
BI4		5	1	2	3	1	6	2	1	1		4	1		5	25			5	4	16	30	8	6	10	7	12	6	2	18	4	185
CHI			8	1	1	1	2	1	2				1	3	4	10	2		2	4	8	5	20	3	7	3	10	8		12	4	122
GE2		10	7	11	11	3		9		3	2	8	6	9	7	19	2	2	9	11	47	5	30	33	12	9	17	17	3	17	32	351
GE4			2	3						1	1	1		2	2	2					2			6	1	1				10	2	36
HI2		2	14	9	11	1	1		10	1	14	8	4	13	11	31	2	3	12	9	20	15	25	15	37	15	20	5	17	21	8	354
HI4			2	1		2	1		1	1		1			4				1	1	1		4	7	4	1	2	1	1	1		37
L1-	3	31	59	92	118	39	28	17	68	12	19	28	15	49	120	84	16	13	103	50	292	262	297	254	114	73	269	220	56	190	120	3,111
L1A									9		4	1			10	7	4				5	11	23	18	3	4	16	11	4	4		134
L2-	3	19	34	68	86	33	26	8	66	3	4	10	5	21	98	34	16	5	71	25	204	241	258	198	59	46	226	188	36	134	72	2,297
L2A					10					3	2	1		4	8	5		3	10	4	23	12	3	13	4	5	20	20	3	11	6	170
L3-		3	6	14	7	2	1		4	1	3	2	2	9		1	6	1	9	4	41	26	32	33	10	6	29	19	2	18	8	299
L4-	1	1		3	9	4	1		2										4		13	9	9	3	3	2	11	7		5	6	93
MAA					9				4		10	2	4	4	11	11	3		20	5	42	25	40	21	3		22	26	8	18	9	297
ONL																							2	3								5
PH2		17	19	45	38	18	8	3	41	4	7	8	5	16	38	12	7	9	29	24	112	109	142	140	52	34	134	101	23	66	54	1,315
PH4		2	7	2	6	7	2	4	8	1				8	7	3			2		5	21	10	12	3	2	20	11	4	6	8	161
PHY			4	3	3	2	2	1		1	1		1			3			1		1	3	4			2	9	3		3		47
Total	**9**	**93**	**177**	**276**	**354**	**117**	**84**	**51**	**231**	**36**	**69**	**87**	**45**	**147**	**390**	**273**	**60**	**39**	**309**	**150**	**891**	**819**	**960**	**816**	**351**	**231**	**855**	**693**	**180**	**582**	**360**	**9,735**

4.2.2. Participation in the European Baccalaureate 2025 session by school and by language section

Of the 3,263 pupils registered for the European Baccalaureate 2025 at the beginning of the 2024-2025 school year, **3,245 candidates** finally took part in the examinations, 17 pupils withdrew during the school year, and 1 pupil was excluded during the European Baccalaureate session.

To carry on the BAC session in June according to the choices of the pupils, 177 different papers were prepared and used along with the suggested answers and marking grids and schemes.

However, during the written examinations in June 2025, 56 candidates were partially or totally absenting due to medical reasons or to participation in other national examinations, missing 72 examinations in total. Therefore 37 different examination papers were used for the reserve session in June 2025.

Subject	Languages	Number of candidates
Art	FR	1
Biology	FR	1
Chemistry	DE, EN, ES, FR, NL, PL	8
Economics	DE, EN, FR	8
Geography	EN	3
History	EN	1
Language 1	DE, EN, ES, FR, PL, PT, SV	17
Language 1 Advanced	DE	1
Language 2	EN	8
Language 2 Advanced	EN	1
Language 3	EN, IT	4
Mathematics 3P	DE, EN, FR, IT	4
Mathematics 5P	DA, DE, EN, FR	10
Philosophy	DE	1
Physics	FR, IT, NL	4
		72

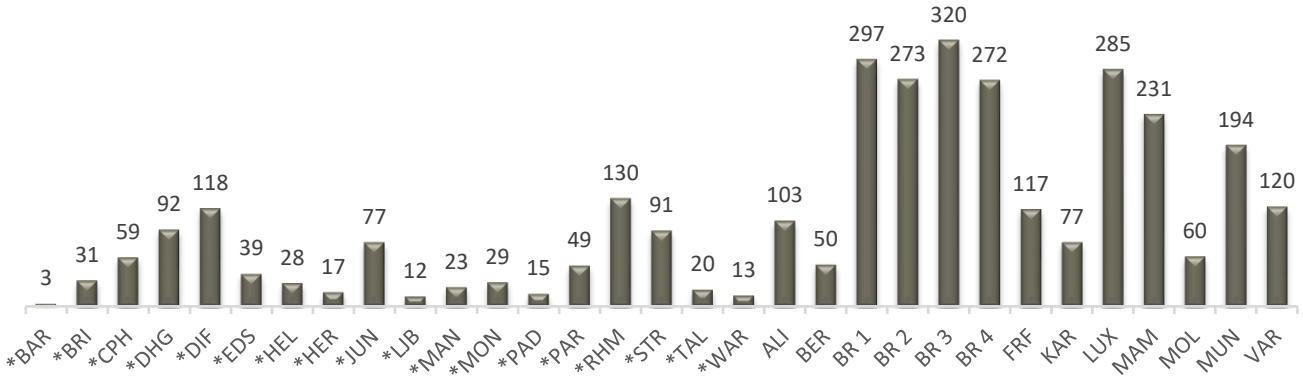
This year, there were no candidates for the extraordinary session in September.

Candidates

The largest number of European Baccalaureate candidates per school come from the European School of Brussels 3 – IXL (320).

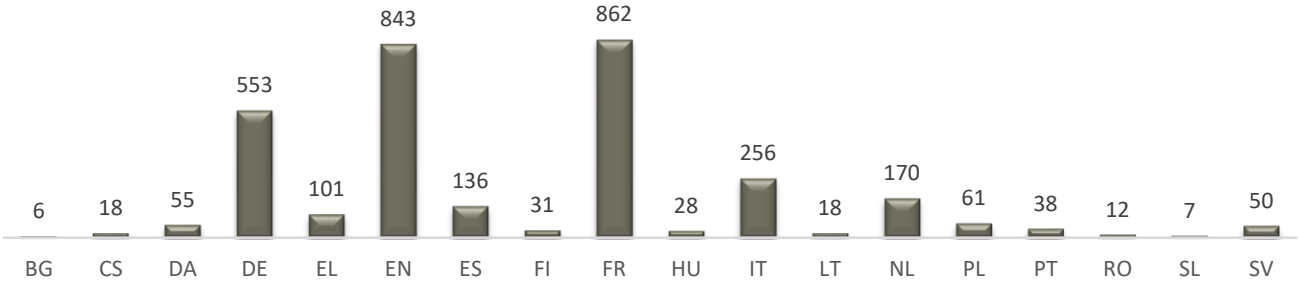
The lowest cohort, 3 candidates. belongs to the Accredited European School of Argenteuil (Belgium).

Number of candidates per school - EB 2025



The largest number of European Baccalaureate candidates per language section can be found in the French language section, with 862 candidates, followed by candidates from the English section, 843, and the German section, 553.

Number of candidates per linguistic section - EB 2025



4.2.3. Candidates with Special Arrangements

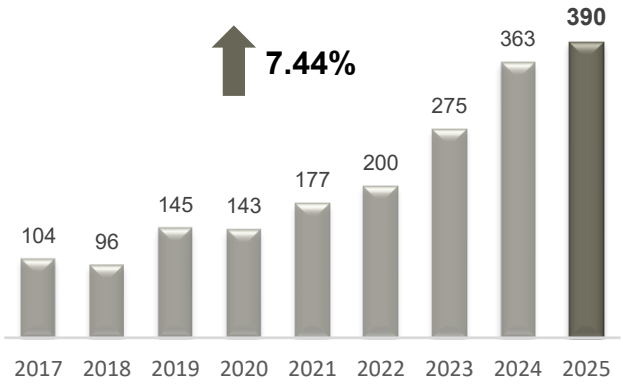
Article 15 and Annex IX of the Arrangements for implementing the Regulations for the European Baccalaureate permit candidates with special educational needs to apply for special arrangements for taking of their examinations.

Appropriate arrangements were made for 390 candidates. This represents an increase of **7.44%** in the number of candidates to whom special arrangements were granted.

The most common special arrangements that were granted this year were:

- +25% extra time per examination hour,
- +25% extra time for preparation of the oral examinations,
- use of a computer with or without a spell checker,
- a separate room,
- use of a calculator,
- reader.

Number of candidates with granted special arrangements



Adaptations of the European Baccalaureate written papers were necessary for 45 candidates (15.55% less than last year). Consequently 251 written papers had to be individually adapted, print them, label them and enveloped them by the members of the European Baccalaureate Unit during the packing process according to each requirement. Compared to the necessary adaptations of previous year, this stays in line.

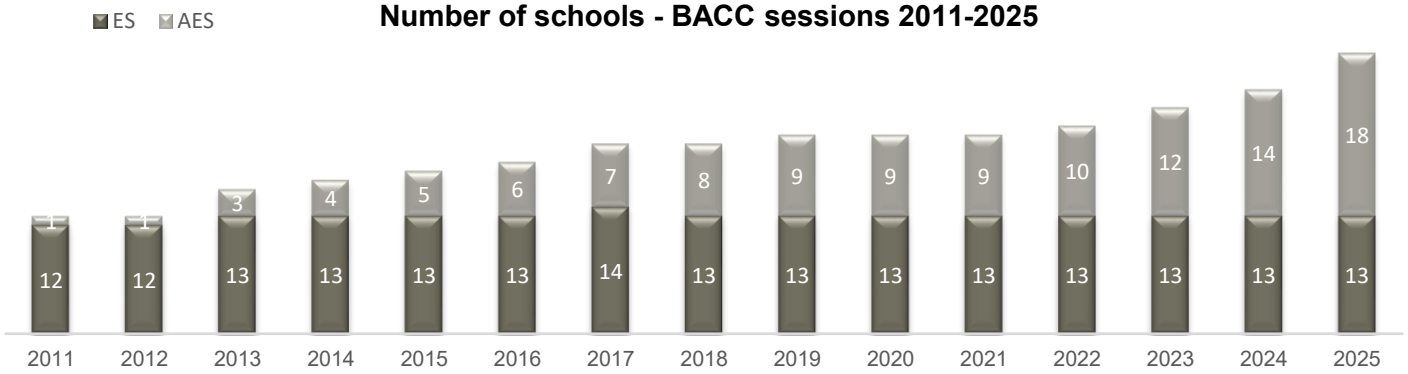
The most common adaptations were:

- printing in A3.
- no recto-verso.
- printing in A3 and no recto-verso.
- one exercise per page.
- 1.5 line spacing.
- no colours or words instead of colours (for candidates having vision difficulties).

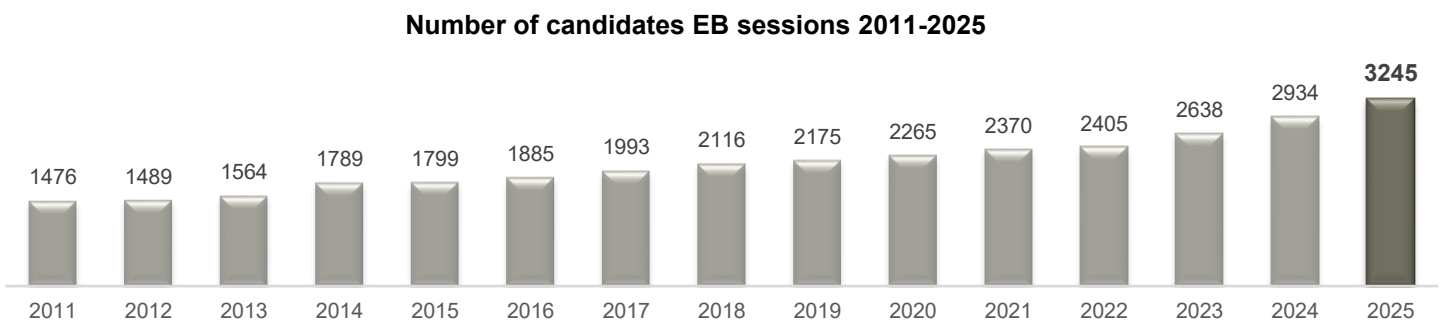
Additionally, some candidates without spell checker were granted with the special measure of disregarding spelling mistakes. The European Baccalaureate Unit alerted of this measure to the attention of both correctors throughout the online correction platform, 80 candidates of 16 different schools benefited of it, which was applied to 191 scripts.

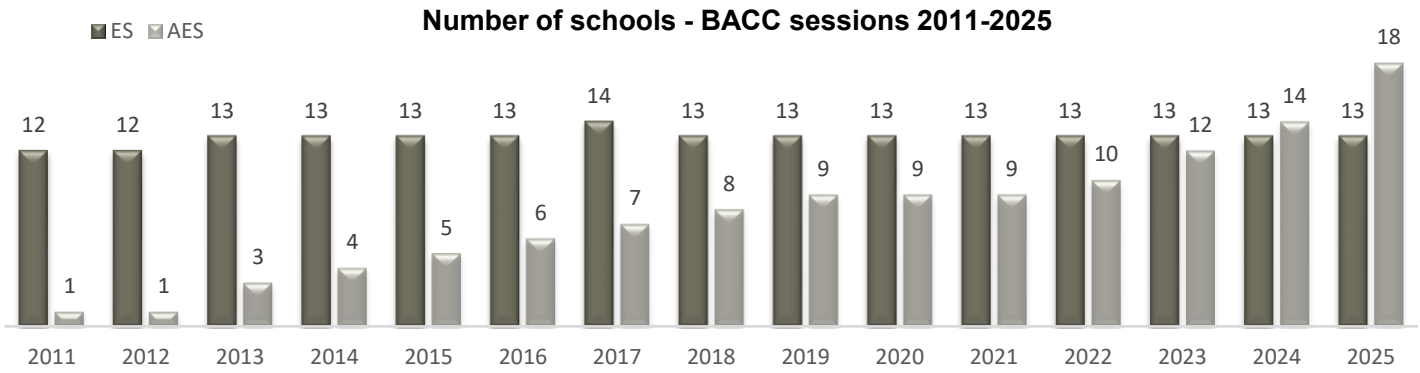
4.2.4. Evolution of the number of schools and candidates over the years

Since 2009 candidates from the AES also take the European Baccalaureate examinations.



This European Baccalaureate session has seen an increase of 311 candidates in comparison to the previous session (+10.60%). If we compare the increase of candidates over the last 5 sessions, it means an increase of 980 candidates (+43.27%).

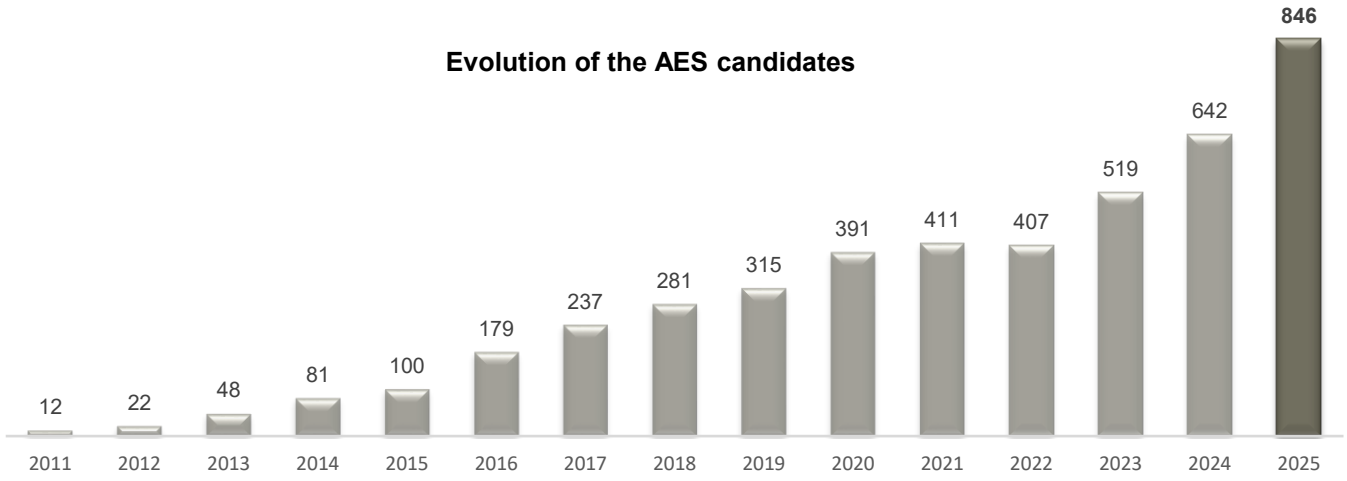




In 17 session's time, the number of AES candidates increased **by more than 70 times** in comparison to the number of candidates participating in the Bac session in 2009.

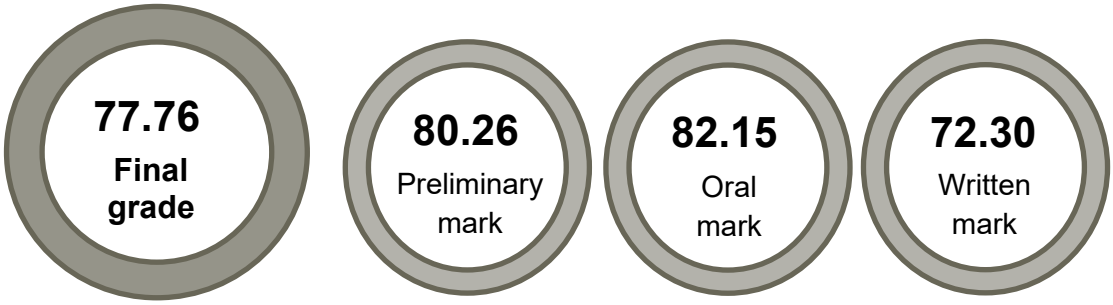
In those 17 session's time (from 2009 until 2025) the number of schools has grown **from 12 to 31 (+158.33%)** and the number of European Baccalaureate **candidates** has more than doubled – **from 1,493 to 3,245 (+117.35%)**.

Sessions	ES candidates	AES candidates	Total	Evolution AES (2009 as reference)
2009	1,481	12	1,493	1.00
2010	1,508	4	1,512	0.33
2011	1,464	12	1,476	1.00
2012	1,467	22	1,489	1.83
2013	1,516	48	1,564	4.00
2014	1,708	81	1,789	6.75
2015	1,699	100	1,799	8.33
2016	1,706	179	1,885	14.92
2017	1,756	237	1,993	19.75
2018	1,793	323	2,116	26.92
2019	1,860	315	2,175	26.25
2020	1,874	391	2,265	32.58
2021	1,959	411	2,370	34.25
2022	1,998	407	2,405	33.92
2023	2,119	519	2,638	43.25
2024	2,292	642	2,934	53.50
2025	**2,399**	**846**	**3,245**	**70.50**
	30,599	**4,507**	**35,106**	



4.3. General Results of the European Baccalaureate 2025 session

3,263	Registered candidates	Obtained the EB Diploma	3,234
17 / 1	Withdrew / Excluded	Failed	11
3,245	Participated	Success rate	99.66%

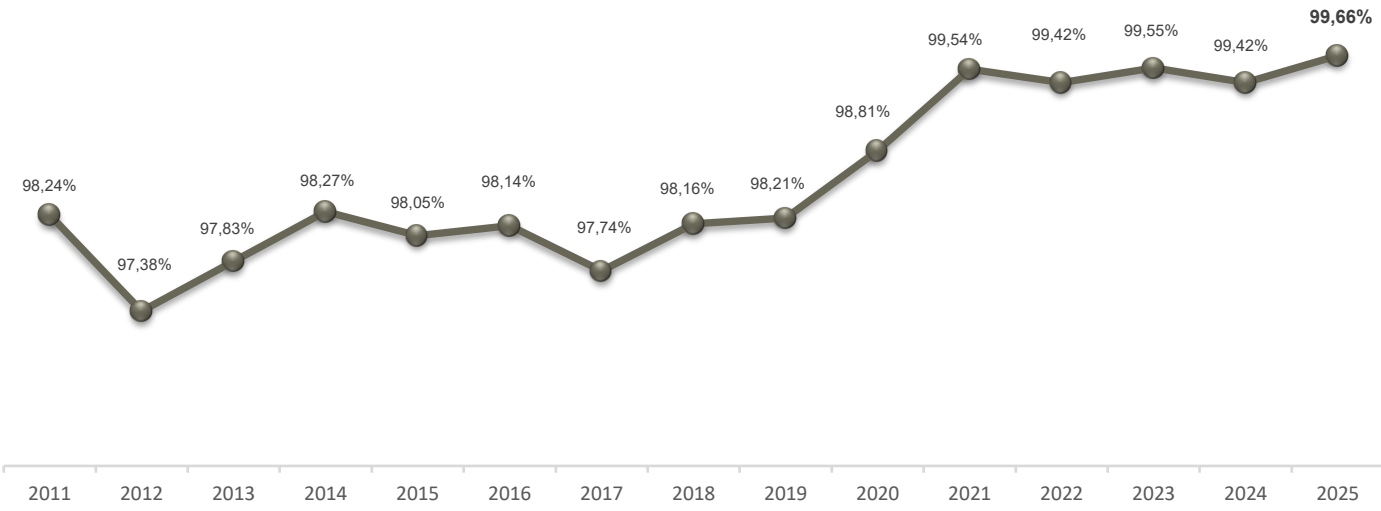


4.3.1. Success rate over the last 15 years

A comparison of success rates over the last 15 years shows that the European Baccalaureate situation stays stable.

As from session 2011, the variation in success rate never exceeded ± 2%, with a general average over the 15 last sessions of 98.56%.

Evolution of success rate (last 15 years)



4.3.2. European Baccalaureate Diplomas

Number of candidates who got their European Baccalaureate diploma (regardless of the number of passed written or oral examinations): **3,234 candidates**.

The table below shows the breakdown of the 3,234 candidates who received their diplomas and who succeeded all or part of the BAC examinations (oral/written). 60.02% of the candidates (1,941) succeeded in all the written and oral examinations.

3,234 issued EB diplomas		Succeeded written examinations					
		0 WR	1 WR	2 WR	3 WR	4 WR	5 WR
Succeeded oral examinations	0 OR		3	2	1		
	1 OR	2	4	20	18	12	
	2 OR		15	52	132	127	24
	3 OR		2	36	176	667	**1,941**

4.3.3. Cheating cases

During this academic year, several incidents of academic dishonesty were detected. The consequences applied were in line with *Article 9 of the AIREB – Procedure in the event of cheating or attempted cheating* and included receiving a grade of zero in the concerned examination and in one case complete exclusion from the program.

During the BAC session, four cases were detected and confirmed (including possession of a mobile phone in the examination room, possession of cheating notes and plagiarism).

To prevent such situations from recurring, it is essential to reinforce awareness among pupils about the serious consequences of cheating, strengthen monitoring procedures during examinations, and ensure that clear guidance on acceptable academic practices is regularly communicated. By fostering a culture of honesty and responsibility, we aim to reduce the likelihood of future violations.

Success rate per type of school

	ES	AES	Total
Cand	2,399	846	3,245
%	73.93%	26.07%	100.00%
Passed	2,392	842	3,234
Failed	7	4	11
Success	**99.71%**	**99.53%**	**99.66%**

Success rate by language section

The following table shows the success rate in the different language sections. This year, the success rates by language section ranged between 99.26% (ES) and 100.00%.

Due to the small numbers of candidates in some sections, the results are not always statistically comparable and relevant.

Success rate of the EB session 2025

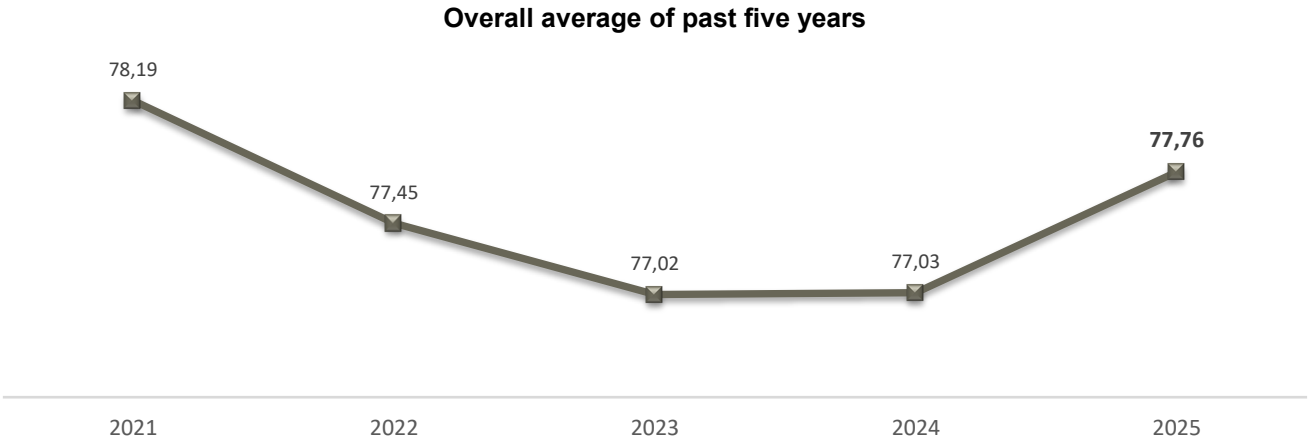
School	Number of candidates	Succeeded	Failed	Success rate
*BAR	3	3	0	100.00%
*BRI	31	31	0	100.00%
*CPH	59	59	0	100.00%
*DHG	92	92	0	100.00%
*EDS	39	39	0	100.00%
*HEL	28	28	0	100.00%
*HER	17	17	0	100.00%
*LJB	12	12	0	100.00%
*PAD	15	15	0	100.00%
*PAR	49	49	0	100.00%
*RHM	130	130	0	100.00%
*STR	91	91	0	100.00%
*TAL	20	20	0	100.00%
*WAR	13	13	0	100.00%
ALI	103	103	0	100.00%
BER	50	50	0	100.00%
BR 2	273	273	0	100.00%
FRF	117	117	0	100.00%
KAR	77	77	0	100.00%
LUX	285	285	0	100.00%
MAM	231	231	0	100.00%
MOL	60	60	0	100.00%
VAR	120	120	0	100.00%
BR 1	297	296	1	99.66%
MUN	194	193	1	99.48%
BR 3	320	318	2	99.38%
*DIF	118	117	1	99.15%
BR 4	272	269	3	98.90%
*JUN	77	76	1	98.70%
*MON	29	28	1	96.55%
*MAN	23	22	1	95.65%
	3,245	**3,234**	**11**	**99.66%**

Language Section	Candidates	%	Final grade	Failed	Succeeded	Success	Schools
BG	6	0.18%	80.37		6	100.00%	1
CS	18	0.55%	85.05		18	100.00%	1
DA	55	1.69%	76.38		55	100.00%	3
DE	553	17.04%	79.26	3	550	99.46%	17
EL	101	3.11%	82.08		101	100.00%	3
EN	843	25.98%	78.61	2	841	99.76%	30
ES	136	4.19%	77.06	1	135	99.26%	4
FI	31	0.96%	79.03		31	100.00%	3
FR	862	26.56%	74.75	5	857	99.42%	21
HU	28	0.86%	81.64		28	100.00%	1
IT	256	7.89%	78.91		256	100.00%	9
LT	18	0.55%	82.78		18	100.00%	1
NL	170	5.24%	75.93		170	100.00%	9
PL	61	1.88%	83.78		61	100.00%	3
PT	38	1.17%	74.67		38	100.00%	2
RO	12	0.37%	75.65		12	100.00%	1
SL	7	0.22%	78.18		7	100.00%	1
SV	50	1.54%	81.67		50	100.00%	2
	3,245		**77.76**	**11**	**3,234**		

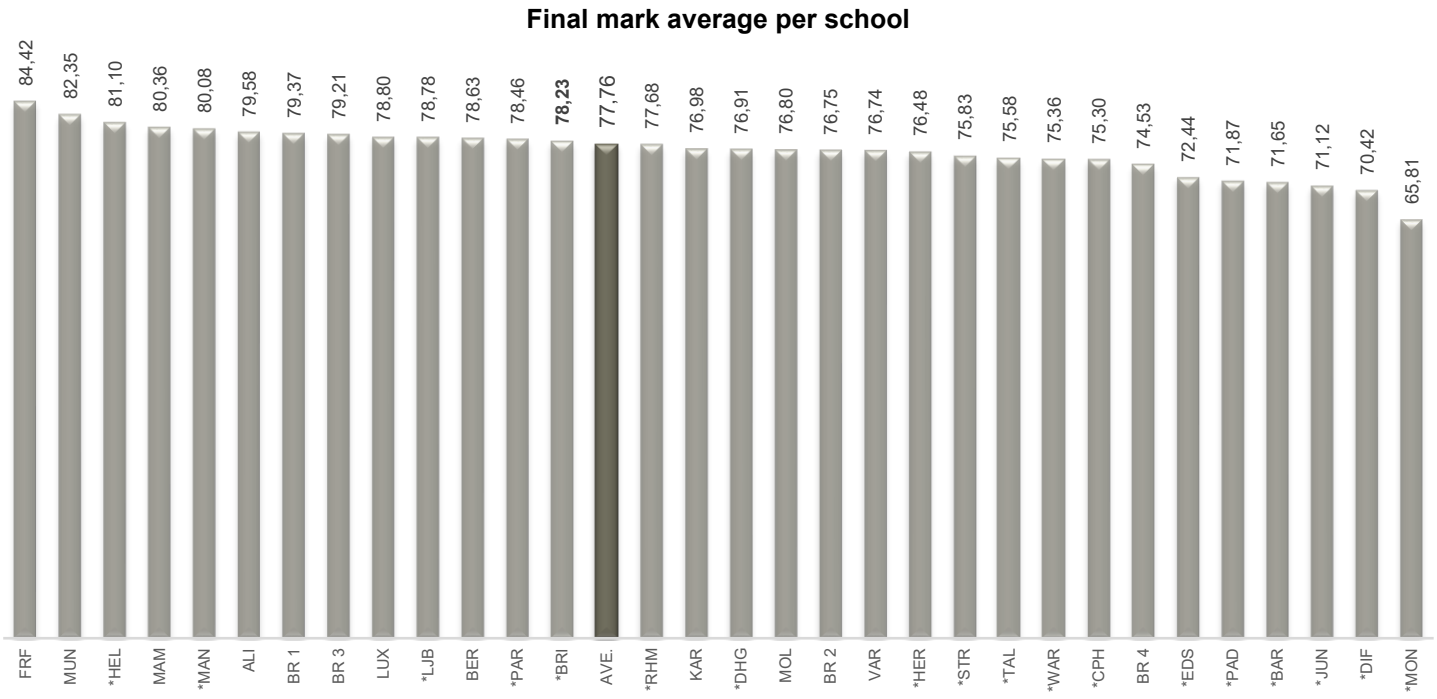
4.3.4. Final marks and averages

The final overall European Baccalaureate mark is expressed out of one hundred (100) points and is accurate to two decimal places.

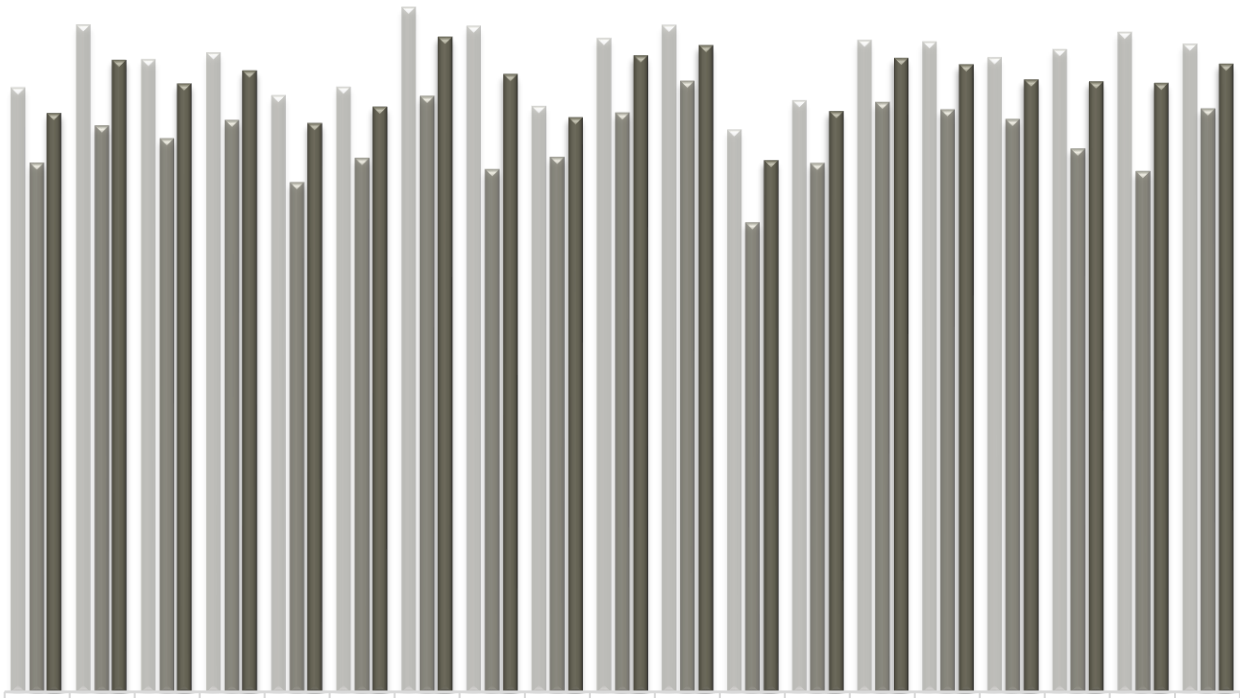
The average final mark for all the candidates who were registered for the 2025 session of the European Baccalaureate was amounted to 77.76.



This year the average Final Mark ranged between 65.81 and 84.42 throughout schools:



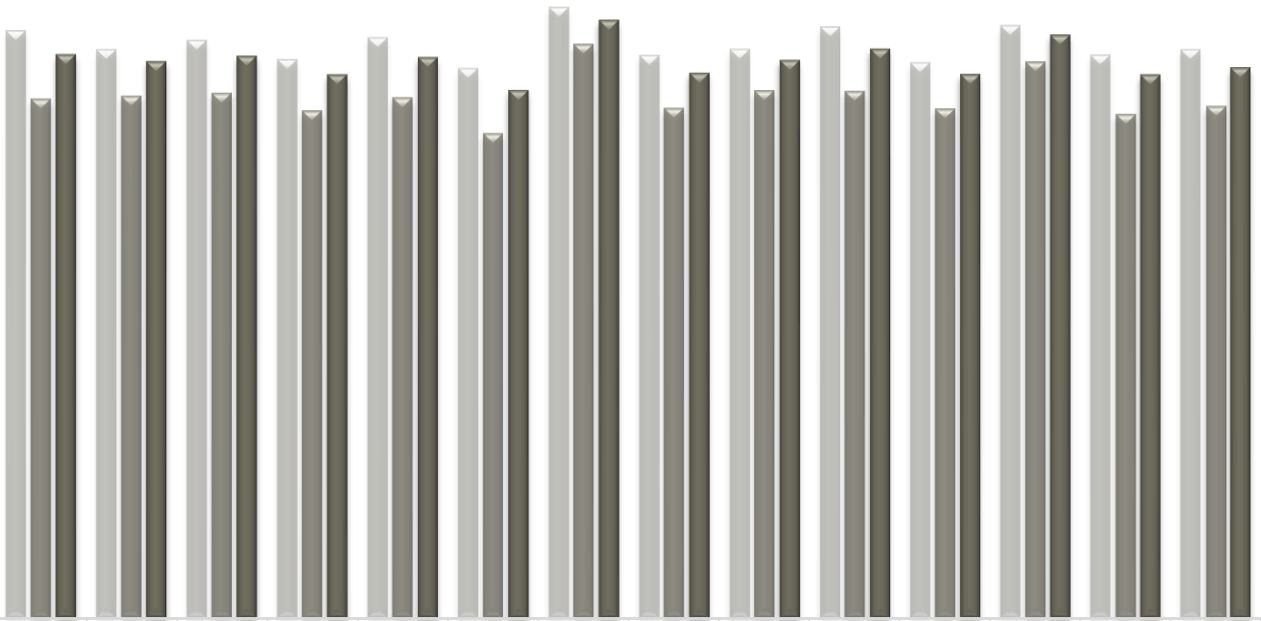
Average C, W and Final Marks - per Accredited European School



	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	AVE. (ALL)
Preli. mark (C)	74,87	82,66	78,37	79,20	73,92	74,94	84,82	82,46	72,58	80,98	82,59	69,68	73,27	80,72	80,54	78,59	79,60	81,72	80,26
Written mark (W)	65,57	70,19	68,60	70,86	63,15	66,16	73,84	64,79	66,30	71,78	75,69	58,18	65,54	73,08	72,17	70,96	67,31	64,56	72,30
Final mark	71,65	78,23	75,30	76,91	70,42	72,44	81,10	76,48	71,12	78,78	80,08	65,81	71,87	78,46	77,68	75,83	75,58	75,36	77,76

Preli. mark (C) Written mark (W) Final mark

Average C, W and Final Marks - per European School

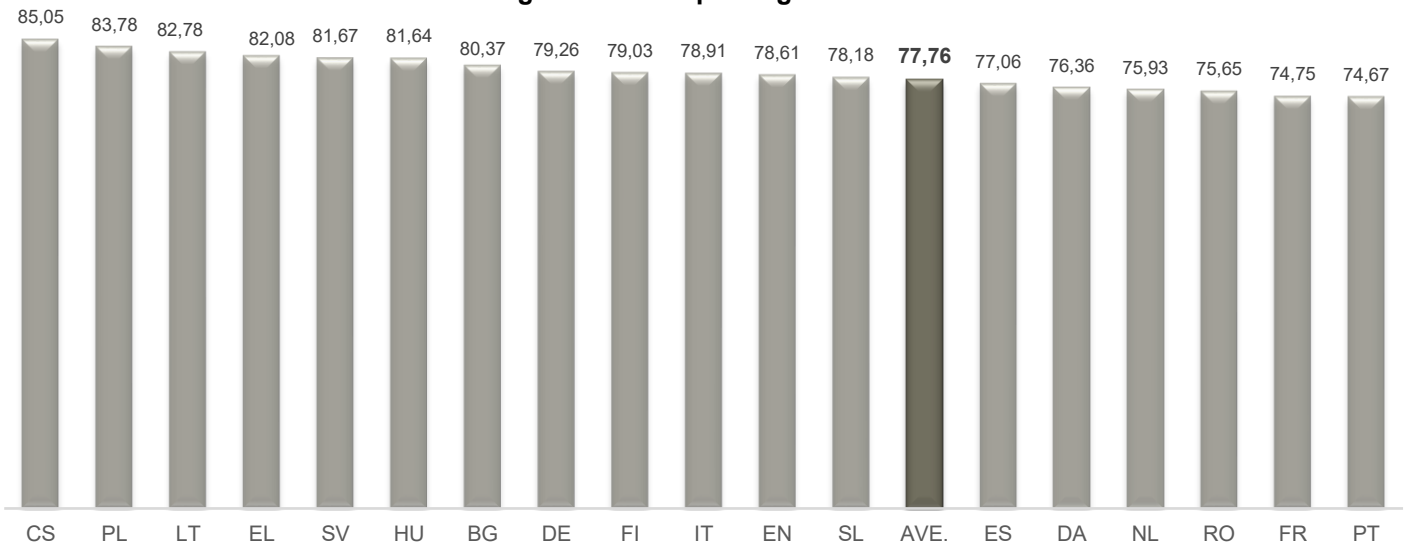


	ALI	BER	BR 1	BR 2	BR 3	BR 4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	AVE. (ALL)
Preli. mark (C)	82,95	80,27	81,57	78,90	81,96	77,63	86,26	79,45	80,32	83,46	78,44	83,67	79,49	80,26
Written mark (W)	73,33	73,73	74,15	71,63	73,52	68,44	81,04	71,99	74,52	74,40	71,92	78,55	71,15	72,30
Final mark	79,58	78,63	79,37	76,75	79,21	74,53	84,42	76,98	78,80	80,36	76,80	82,35	76,74	77,76

Preli. mark (C) Written mark (W) Final mark

Throughout the Language Sections the average Final Mark ranged between 74.67 and 88.05. Small number of candidates in certain sections does not allow the average to be regarded as statistically significant.

Average Final Mark per linguistic section

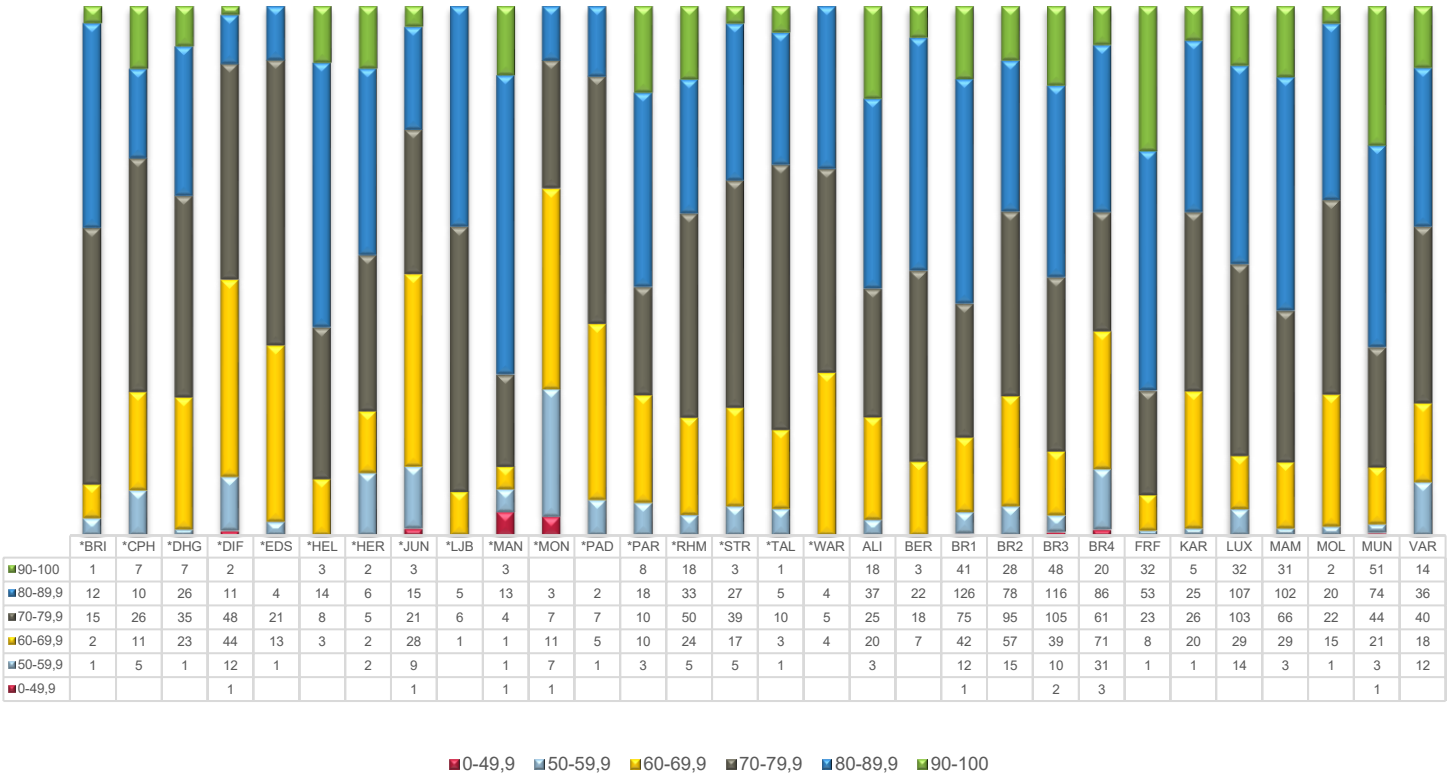


Number of candidates per linguistic section

BG	CS	DA	DE	EL	EN	ES	FI	FR	HU	IT	LT	NL	PL	PT	RO	SL	SV	ALL
6	18	55	553	101	843	136	31	862	28	256	18	170	61	38	12	7	50	**3,245**

The following table shows the distribution of Final Marks, in %, in the different schools[1]:

Distribution of final marks

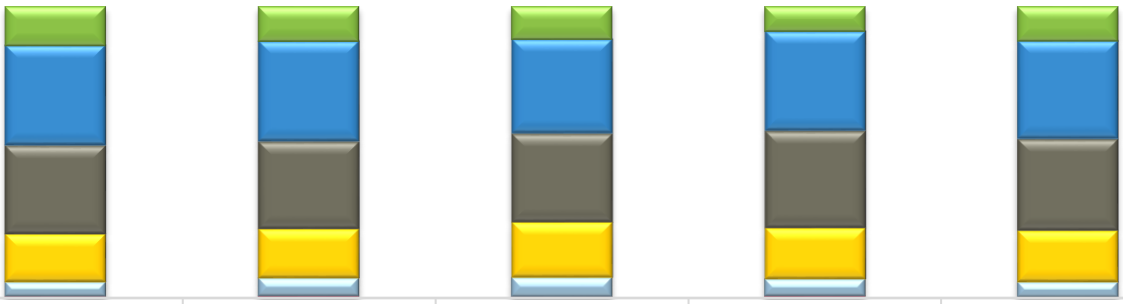


	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	ALI	BER	BR1	BR2	BR3	BR4	FRF	KAR	LUX	MAM	MOL	MUN	VAR
90-100	1	7	7	2		3	2	3		3			8	18	3	1		18	3	41	28	48	20	32	5	32	31	2	51	14
80-89,9	12	10	26	11	4	14	6	15	5	13	3	2	18	33	27	5	4	37	22	126	78	116	86	53	25	107	102	20	74	36
70-79,9	15	26	35	48	21	8	5	21	6	4	7	7	10	50	39	10	5	25	18	75	95	105	61	23	26	103	66	22	44	40
60-69,9	2	11	23	44	13	3	2	28	1	1	11	5	10	24	17	3	4	20	7	42	57	39	71	8	20	29	29	15	21	18
50-59,9	1	5	1	12	1		2	9		1	7	1	3	5	5	1		3		12	15	10	31	1	1	14	3	1	3	12
0-49,9				1				1		1	1									1		2	3						1	

[1] Schools with less than 10 candidates are not shown in the graph because they do not provide relevant statistical information.

Breakdown of results throughout the past five years

Breakdown of final results



	2021	2022	2023	2024	2025
90-100	13,25%	11,89%	11,26%	8,62%	11,80%
80-89,9	34,35%	34,35%	32,22%	34,08%	33,62%
70-79,9	30,42%	30,06%	30,48%	33,23%	31,46%
60-69,9	16,62%	17,01%	19,11%	17,72%	17,81%
50-59,9	4,89%	6,11%	6,48%	5,76%	4,96%
0-49,9	0,46%	0,58%	0,45%	0,58%	0,34%

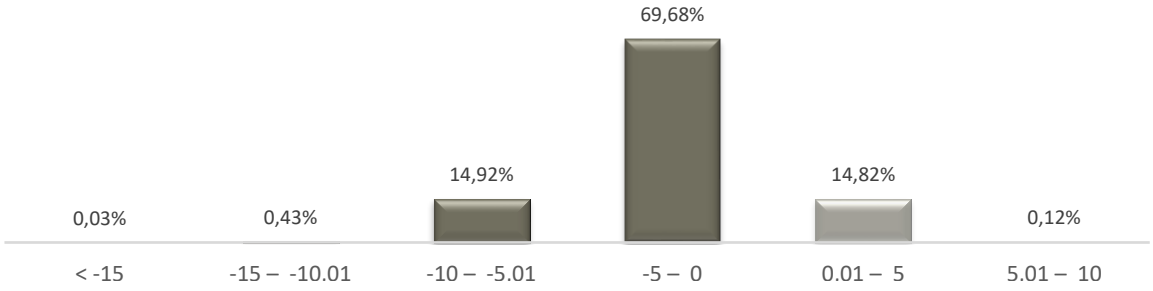
4.3.5. The Preliminary Marks

The preliminary mark (C mark) is made up of the following:

- Class marks (A marks): They will account for 20 marks out of 50.
- Part examination marks (B marks): They will account for 30 marks out of 50.

4.3.5.1. Preliminary and final marks

Differences between final and preliminary mark



Preliminary mark is higher or equal (85.05%) **Preliminary mark is lower (14.95%)**

The graph below shows **differences between the final and the preliminary marks** for all pupils who sat the European Baccalaureate. A negative difference means that the Preliminary Mark is higher than the Final Mark, and vice-versa.

85.05% of the candidates got a higher or equal preliminary mark as compared to their final mark. However, in 69.69% of the cases the difference was not greater than 5 points.

For 84.50% of the candidates, the difference between the Preliminary Mark and final Mark shows deviation of +/- 5 points out of 100.

Final mark - preliminary mark	Candidates
Between -60 and -15,01 points	1
Between -15 and -10,01 points	14
Between -10 and -5,01 points	485
Between -5 and -0,01 points	2,259
Exactly 0 points	1
Between 0,01 and 5 points	481
Between 5,01 and 10 points	4
	3,245

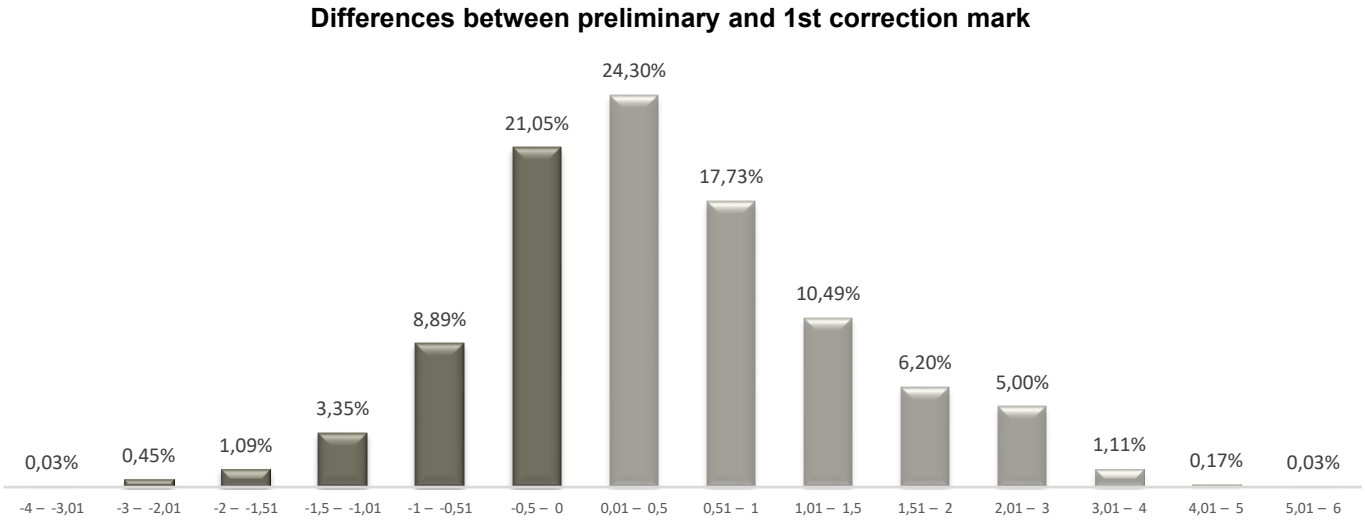
The largest discrepancies between the preliminary mark and second correction can be explained by cases of additional examinations where pupils did not follow this subject in school and simply do not have a preliminary mark.

For the other cases of the substantial variations between preliminary and final marks, several factors could explain these differences:

- Assessment component variations: The final mark incorporates written examinations (35% weighting) and oral examinations (15% weighting) alongside the preliminary mark (50% weighting). Typically, significant differences occur for pupils who excel in continuous assessment but struggle under examination pressure or conversely perform better in high-stakes testing environments.
- Subject-specific performance gaps: Candidates may demonstrate varying competencies across different assessment formats. For instance, a pupil strong in coursework and class participation might underperform in timed written examinations, particularly in subjects requiring different cognitive skills (analytical writing versus problem-solving).
- Examination stress and performance anxiety: Some pupils may underperform relative to their demonstrated classroom abilities due to test anxiety, while others may rise to the occasion and exceed their typical performance levels.
- External factors: Illness, personal circumstances, or technical issues during examination periods could create significant disparities between predicted and actual performance.
- Assessment authenticity: The preliminary mark reflects sustained performance over time in familiar classroom contexts, while final examinations test performance under standardized, unfamiliar conditions.

These variations, while concerning for individual pupils, are statistically normal in high-stakes assessment systems and reflect the complex nature of measuring academic achievement across multiple domains and contexts. Furthermore, teachers come from different European national education systems, each bringing distinct pedagogical approaches and assessment philosophies. A pupil's preliminary marks may reflect one cultural approach to evaluation, while their examination performance is assessed against standardized criteria. This can create disconnects between classroom-based assessment styles and formal examination expectations.

4.3.5.2. Differences between preliminary mark and 1st correction



The teacher's written exam mark is higher or equal than the Preliminary one (34.95%)

The Preliminary mark is higher than the teacher's written exam mark (65.05%)

The marks considered in this section only concern the marks given by the teacher.

It can be observed here that the variation of marks is greater. For around 45.35% of the cases, the variation is +/- 0.5 points (out of 10) and for around 71.98% of the cases the variation is +/- 1 point.

Around 35% of the examinations received higher marks from their teachers in the written examinations as compared to the preliminary mark. In 1.33% of the cases, the candidate obtained the exact same mark at both preliminary and first marks written examination.

Preli. mark – 1st correction	Examinations
Between -10 and -9,01 points	2
Between -9 and -8,01 points	1
Between -8 and -7,01 points	4
Between -7 and -6,01 points	5
Between -6 and -5,01 points	3
Between -5 and -4,01 points	0
Between -4 and -3,01 points	5
Between -3 and -2,01 points	74
Between -2 and -1,51 points	177
Between -1,50 and -1,01 points	545
Between -1 and -0,51 points	1,448
Between -0,50 and -0,01 points	3,210
Exactly 0 points	217
Between 0,01 and 0,50 points	3,957
Between 0,51 and 1 point	2,887
Between 1,01 and 1,50 points	1,708
Between 1,51 and 2 points	1,009
Between 2,01 and 3 points	814
Between 3,01 and 4 points	180
Between 4,01 and 5 points	27
Between 5,01 and 6 points	5
Between 6,01 and 7 points	1
Between 7,01 and 8 points	2
Between 8,01 and 9 points	1
	16,282

4.3.5.3. Differences between preliminary mark and 2nd correction

It can be observed here as well that the variation of marks is large. For around 31% of the cases, the variation is ± 0.5 (on a 10 points scale) and for around 55% of the cases the variation is ± 1.

27.45% of the pupils receive higher or equal marks from the second examiners in the written examinations as compared to the preliminary mark.

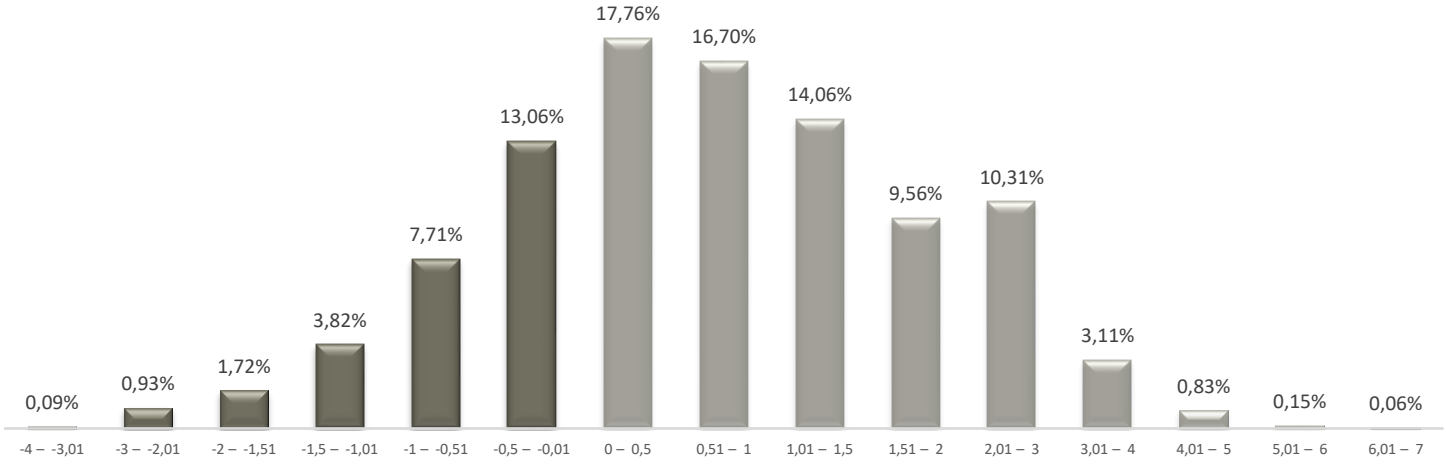
In 0.60% of cases, the pupils obtained the exact same mark at both preliminary and external examiners' written examination marks.

The largest discrepancies between the preliminary mark and second correction can be explained by cases of additional examinations where pupils did not follow this subject in school and simply do not have a preliminary mark.

The other cases of variations between preliminary marks and second correction observed in some cases can be attributed to several interconnected factors within the European Baccalaureate's complex multinational system. External examiners bring completely independent perspectives, evaluating scripts purely on merit without the

Preli. mark – 2nd correction	Examinations
Between -10 and -9,01 points	1
Between -9 and -8,01 points	3
Between -8 and -7,01 points	3
Between -7 and -6,01 points	4
Between -6 and -5,01 points	2
Between -5 and -4,01 points	5
Between -4 and -3,01 points	15
Between -3 and -2,01 points	152
Between -2 and -1,51 points	280
Between -1,50 and -1,01 points	622
Between -1 and -0,51 points	1,256
Between -0,50 and -0,01 points	2,028
Exactly 0 points	98
Between 0,01 and 0,50 points	2,891
Between 0,51 and 1 point	2,719
Between 1,01 and 1,50 points	2,290
Between 1,51 and 2 points	1,557
Between 2,01 and 3 points	1,679
Between 3,01 and 4 points	506
Between 4,01 and 5 points	135
Between 5,01 and 6 points	24
Between 6,01 and 7 points	9
Between 7,01 and 8 points	2
Between 8,01 and 9 points	1
	16,282

Differences between preliminary and 2nd correction mark



Second examiner gave a higher mark than the preliminary one (27.45%)

Preliminary mark is higher or equal than the second examiner's mark (72.55%)

contextual knowledge that teachers possess about their pupils' circumstances, capabilities, or improvement trajectories. This independence ensures objectivity, but sometimes naturally creates assessment disparities when teachers may unconsciously apply more personalized or lenient standards based on their ongoing relationship with pupils.

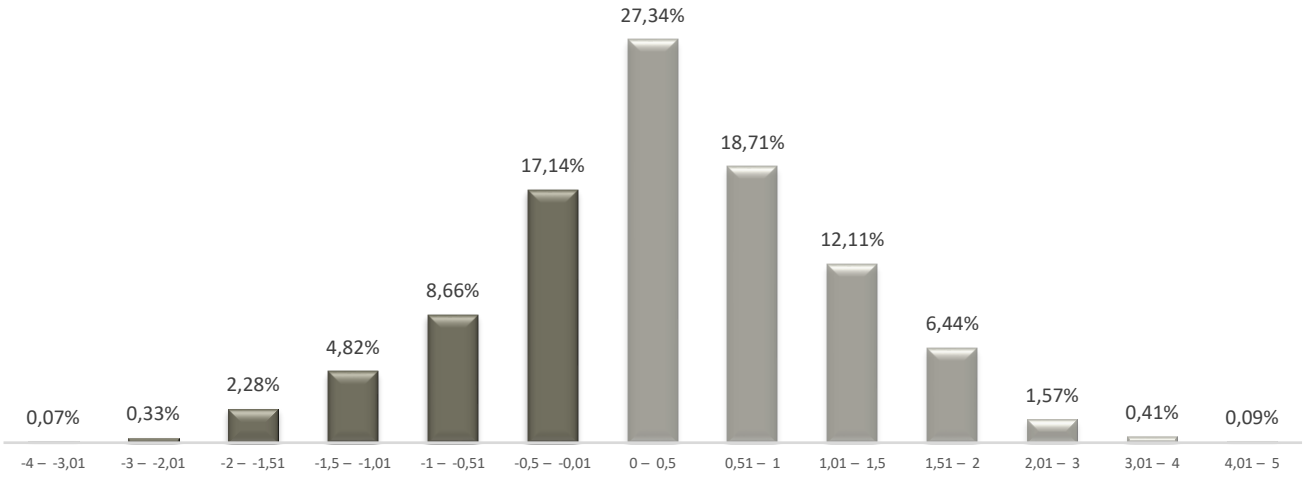
Additionally, the multinational nature of the European Schools system introduces cultural variations in assessment approaches, as teachers and external examiners from different European educational traditions bring distinct pedagogical philosophies and grading expectations. These cultural differences in academic standards and assessment practices can lead to significant variations in how the same work is evaluated, despite standardized marking criteria. Furthermore, certain subjects involving subjective judgment – such as language examinations requiring assessment of creativity and argumentation, or humanities subjects with multiple valid interpretational approaches – inherently generate greater variation between correctors than more objective subjects like mathematics. The multilingual curriculum adds

another layer of complexity, as examiners must distinguish between language limitations and conceptual understanding when pupils express ideas in their second or third language, contributing to the natural variation observed in this sophisticated international assessment system. Such assessment variations are therefore inherent to the unique multinational and multilingual characteristics of the European Schools system.

4.3.6. The Written Correction Marks

4.3.6.1. Differences between 1st and 2nd correction

Differences between 1st and 2nd correction marks



Second examiner gave a higher mark for the examination (33.30%)

Teacher gave a higher or equal mark for the examination (66.70%)

Around 67% of the scripts received a higher mark from their first corrector, the teacher. In 3.72% of the cases, the candidates obtained the exact same marks at both teacher and external examiner's written examination correction.

It can also be said that:

- In 44.48% of the cases, the candidates achieved a mark, first and second correction, with a variation of +/- 0.5 point.
- In 71.86% of the cases, the candidates achieved a mark, first and second correction, with a variation of +/- 1 point.
- In 88.78% of the cases, the candidates achieved a mark, first and second correction, with a variation of +/- 1.5 points.

Outcome of 1st - 2nd correction	Scripts
Between -4 and -3,01 points	12
Between -3 and -2,01 points	53
Between -2 and -1,51 points	372
Between -1,50 and -1,01 points	784
Between -1 and -0,51 points	1,410
Between -0,50 and -0,01 points	2,185
Exactly 0 points	606
Between 0,01 and 0,50 points	4,452
Between 0,51 and 1 point	3,047
Between 1,01 and 1,50 points	1,971
Between 1,51 and 2 points	1,048
Between 2,01 and 3 points	256
Between 3,01 and 4 points	67
Between 4,01 and 5 points	14
Between 5,01 and 6 points	5
	16,282

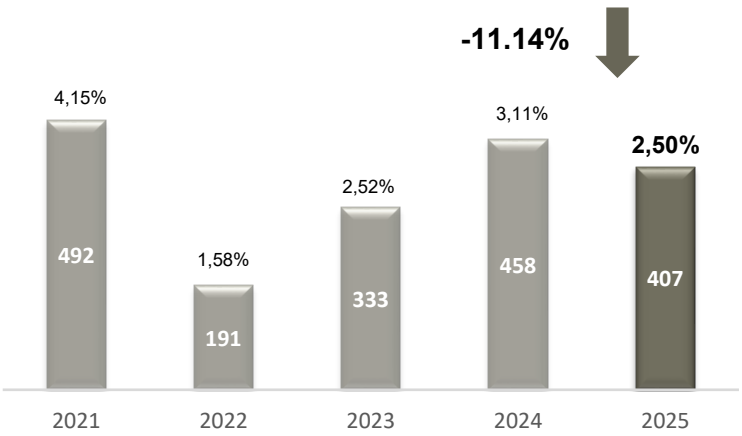
4.3.6.2. Third corrections

Out of 16,282 scripts. 407 scripts were submitted to a third correction. i.e. 2.50% of the total scripts corrected.

The tables below indicate the distribution of the 407 third corrections. per school and per subject. with the detail of the language.

Of the 407 third corrections made, 378 were caused by the teacher marking higher than the external corrector, thus affecting 92.87% of the third corrections.

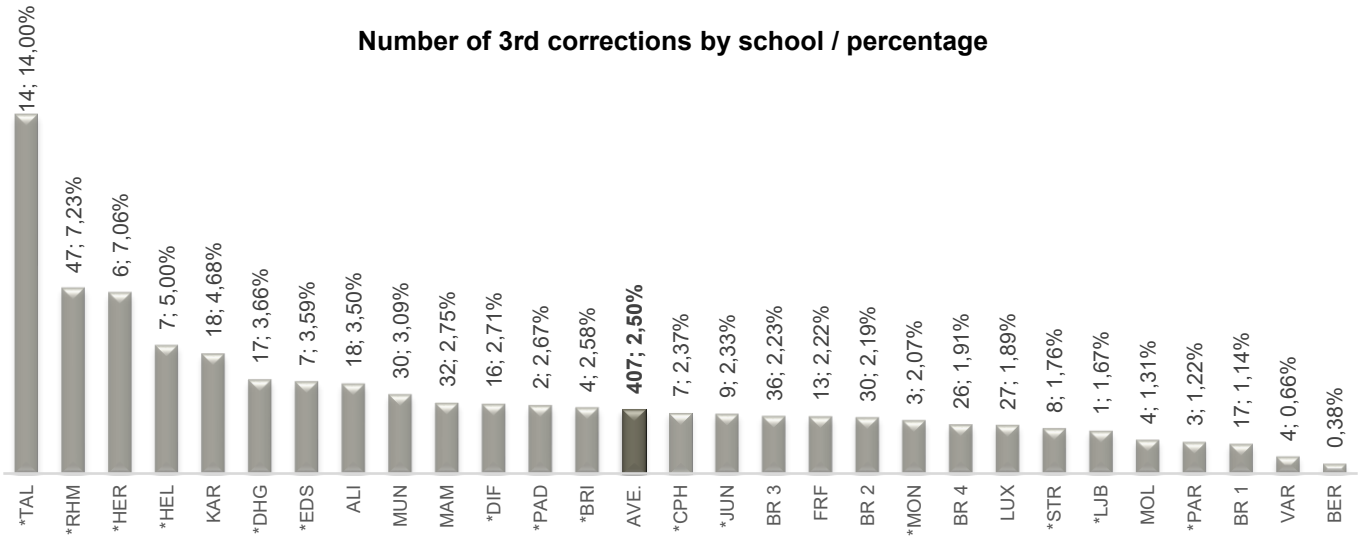
Evolution of third corrections during the last 5 BACC sessions 2021-2025



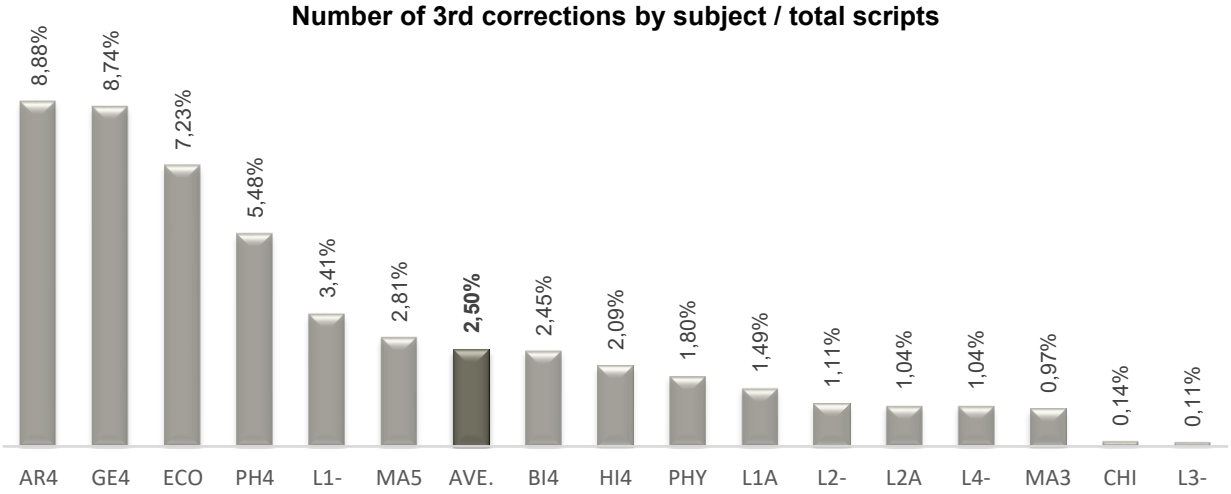
School	Scripts	3rd corr.	%
*TAL	100	14	14.00%
*RHM	650	47	7.23%
*HER	85	6	7.06%
*HEL	140	7	5.00%
KAR	385	18	4.68%
*DHG	465	17	3.66%
*EDS	195	7	3.59%
ALI	515	18	3.50%
MUN	970	30	3.09%
MAM	1,162	32	2.75%
*DIF	590	16	2.71%
*PAD	75	2	2.67%
*BRI	155	4	2.58%
*CPH	295	7	2.37%
*JUN	387	9	**2.33%**
BR 3	1,613	36	2.23%
FRF	585	13	2.22%
BR 2	1,369	30	2.19%
*MON	145	3	2.07%
BR 4	1,361	26	1.91%
LUX	1,431	27	1.89%
*STR	455	8	1.76%
*LJB	60	1	1.67%
MOL	305	4	1.31%
*PAR	245	3	1.22%
BR 1	1,485	17	1.14%
VAR	602	4	0.66%
BER	262	1	0.38%
*BAR	15	0	0.00%
*WAR	65	0	0.00%
*MAN	115	0	0.00%
AVE.	**16,282**	**407**	**2.50%**

Sub.	Languages	Scripts	3rd. corr.	%
L1-	DE (75), ES (10), EN (8), SV (6), IT (4), NL (2), LV (1)	3,111	106	3,41%
GE4	EN (43), DE (4), FR (1)	549	48	8,74%
ECO	EN (28), DE (13), FR (4)	622	45	7,23%
MA5	FR (24), EN (10), IT (4)	1,496	42	2,81%
AR4	EN (25), FR (6), EL (2), DE (1)	383	34	8,88%
L2-	EN (23), DE (9), FR (2)	3,053	34	1,11%
PH4	FR (9), DE (5), EN (3), DA (2)	347	19	5,48%
BI4	DE (10), EN (3), FR (3), ES (2)	735	18	2,45%
MA3	EN (8), FR (6), DE (2), NL (1)	1,749	17	0,97%
PHY	EN (9), FR (4), DE (3), IT (1)	942	17	1,80%
HI4	EN (11), DE (5)	767	16	2,09%
L4-	ES (4), NL (1)	480	5	1,04%
L2A	EN (2)	192	2	1,04%
L1A	DE (1), SV (1)	134	2	1,49%
CHI	FR (1)	731	1	0,14%
L3-	DE (1)	935	1	0,11%
		16,282	**407**	**2,50%**

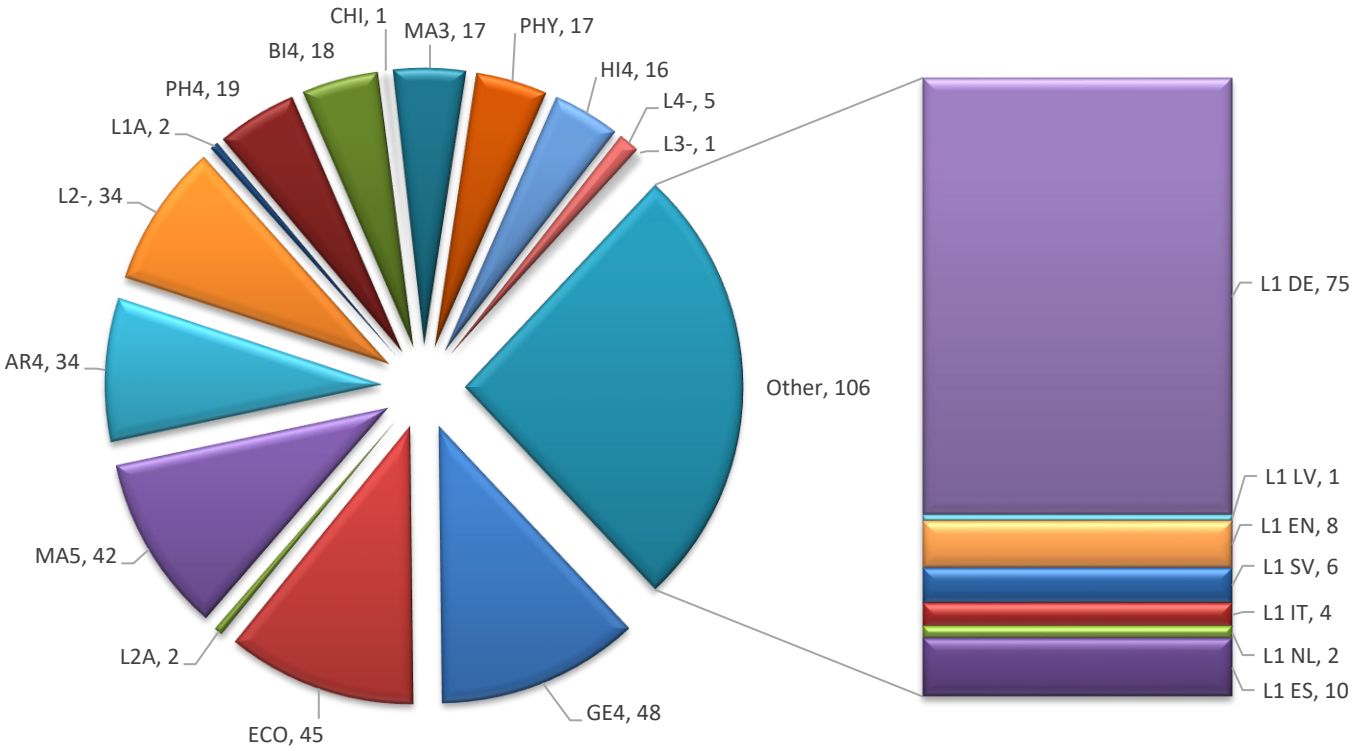
In the next graph you can see the percentage of 3rd corrections needed by schools and the percentage of them in comparison with the total number of scripts of each school.



Similarly, below is a representation of the subjects which needed 3rd corrections.



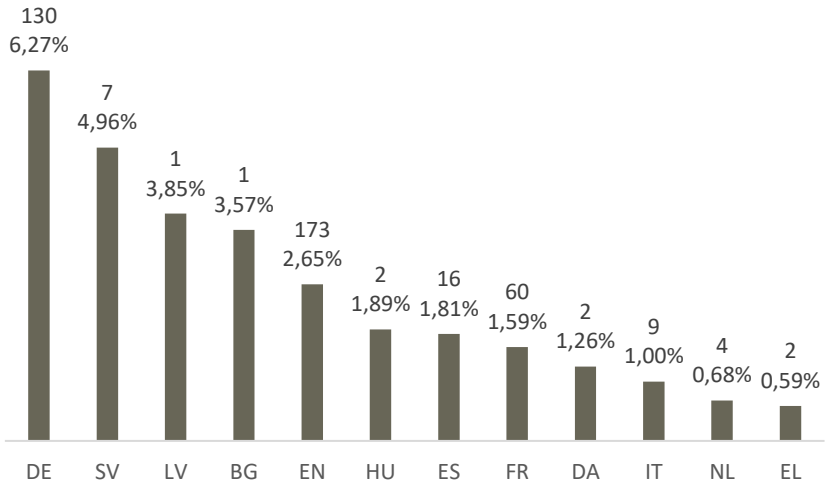
Distribution of the 407 third corrections



Here below is a breakdown by exam languages (which do not always represent the L1 languages of the pupils). In contrary to the linguistic subjects, Economics, Geography and History are always in the L2 of the pupils. Subjects in the following languages had 3rd correction:

Exam language	Scripts	3rd corr.	%
DE	2,073	130	6.27%
SV	141	7	4.96%
LV	26	1	3.85%
BG	28	1	3.57%
EN	6,526	173	2.65%
HU	106	2	1.89%
ES	883	16	1.81%
FR	3,776	60	1.59%
DA	159	2	1.26%
IT	896	9	1.00%
NL	586	4	0.68%
EL	338	2	0.59%

Number and % of 3rd corrections by exam language



4.3.6.3. Marks disagreement

A written examination script is deemed successful for the pupil if it was granted at least the minimum mark of 5 out of 10 (pass mark).

Marks disagreement designates the very specific case occurring when, for the same script, one examiner considers the script as being in line with the correction criteria pass mark, whereas the other examiner judges it as insufficient and not in compliance with the criteria.

When comparing the written examination marks given by the teachers / first correctors, and external examiners / second correctors, for the 16,282 scripts of the EB session 2025, the following can be observed:

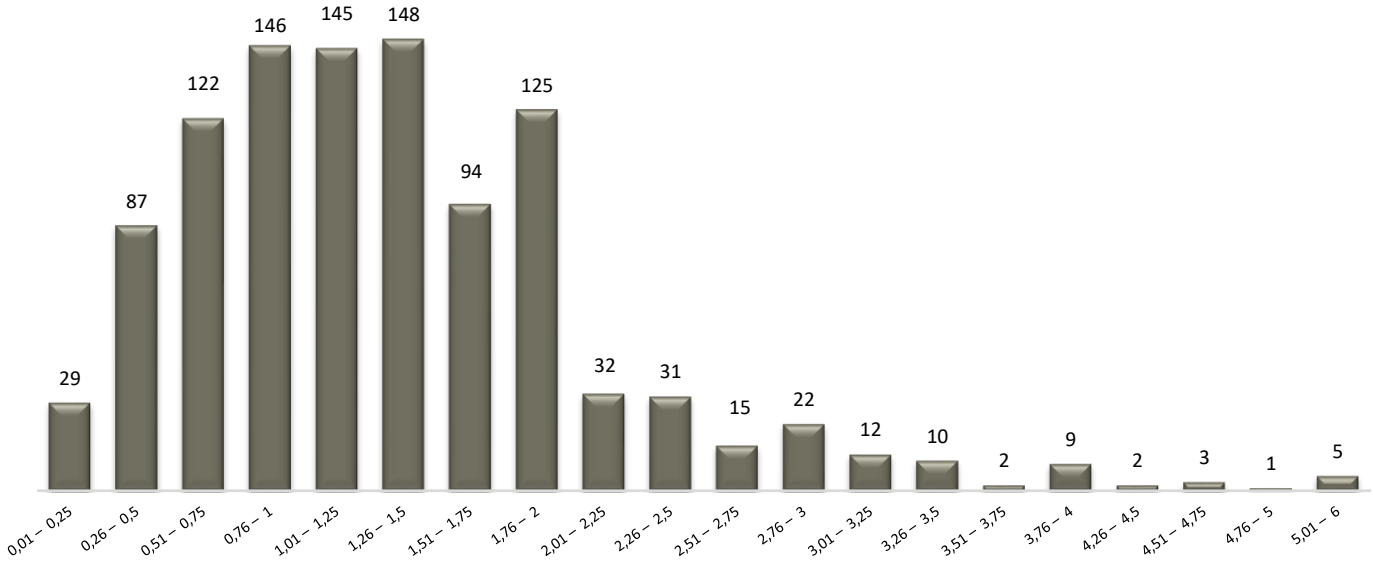
	Number of scripts		3rd corrections involved	
	number of scripts	%	number of scripts	%
Teacher gave 5 or more	14,716	90.38%	378	2.57%
External Examiner gave 5 or more	14,247	87.50%	267	1.87%
Teacher gave less than 5	1,566	9.62%	29	1.85%
External Examiner gave less than 5	2,035	12.50%	140	6.88%

					Average W1	Average W2	Average W3
Teacher passed the script. external examiner failed the script	756	4.64%	129	17.06%	6.87	3.92	5.23
Teacher failed the script. **external examiner passed** the script	287	1.76%	18	6.27%	4.09	6.80	5.32

For 1,043 scripts, i.e. 6.41% of the total scripts, a mark disagreement was observed during last session.

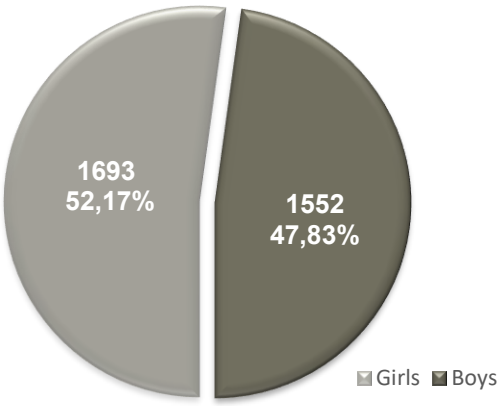
In 147 cases the difference between the two marks was higher than 2 marks, meaning that 23.34% of the 1,043 disputed scripts were thus submitted to a third correction. The highest difference was of 6 points in L1- DE.

Absolute value of difference between first and second correction for mark disagreement (1,043 scripts)



4.3.7. Gender differences

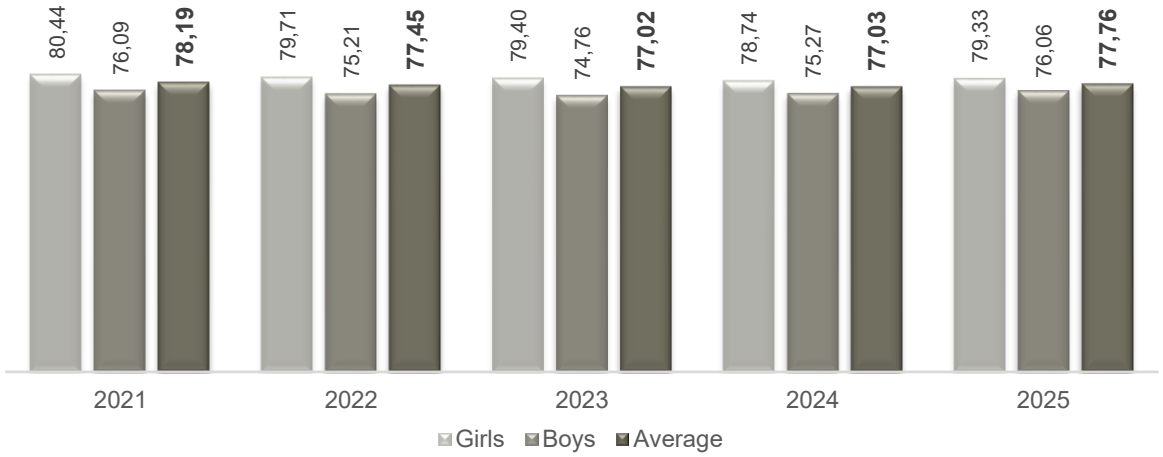
Female candidates score a higher final mark than the general average, as it can be observed in the graph.



Final mark average per gender

This is a general trend in the last 5 years:

Final mark average per gender 2021-2025

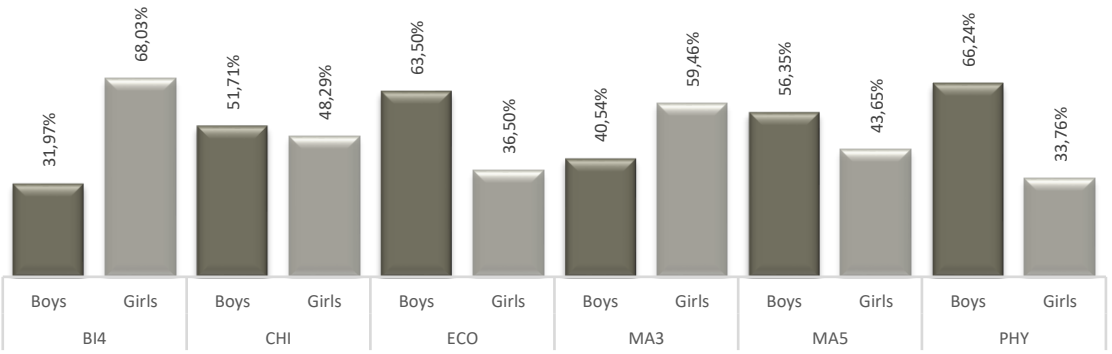


Here below, the choices of options and written average, per gender:

Subject	Gender	Exams	Percentage
BI4	Boys	235	31.97%
	Girls	500	68.03%
CHI	Boys	378	51.71%
	Girls	353	48.29%
ECO	Boys	395	63.50%
	Girls	227	36.50%

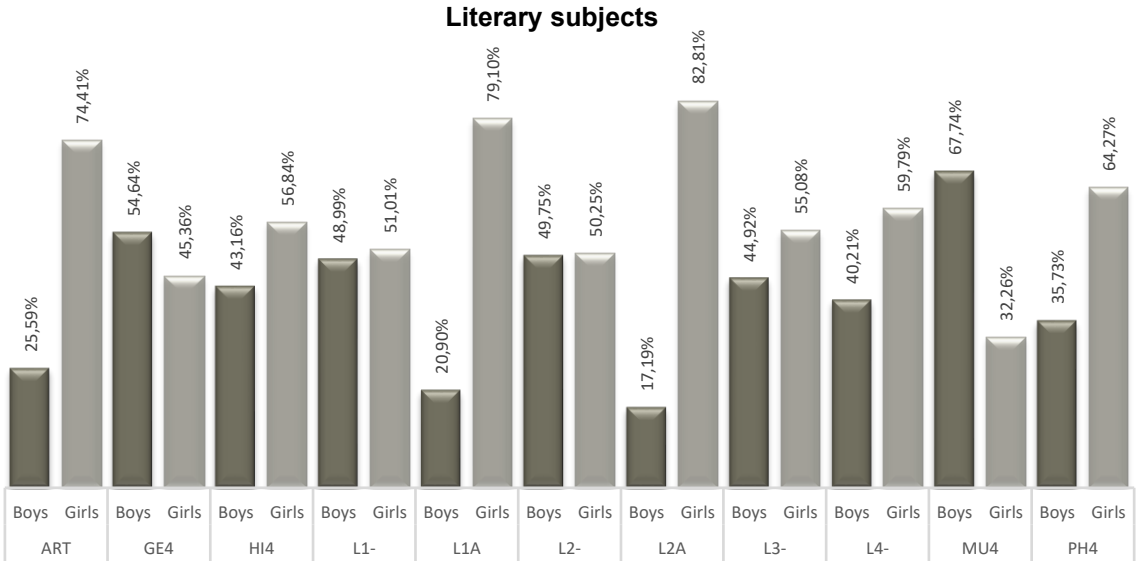
Subject	Gender	Exams	Percentage
MA3	Boys	709	40.54%
	Girls	1,040	59.46%
MA5	Boys	843	56.35%
	Girls	653	43.65%
PHY	Boys	624	66.24%
	Girls	318	33.76%

Science subjects



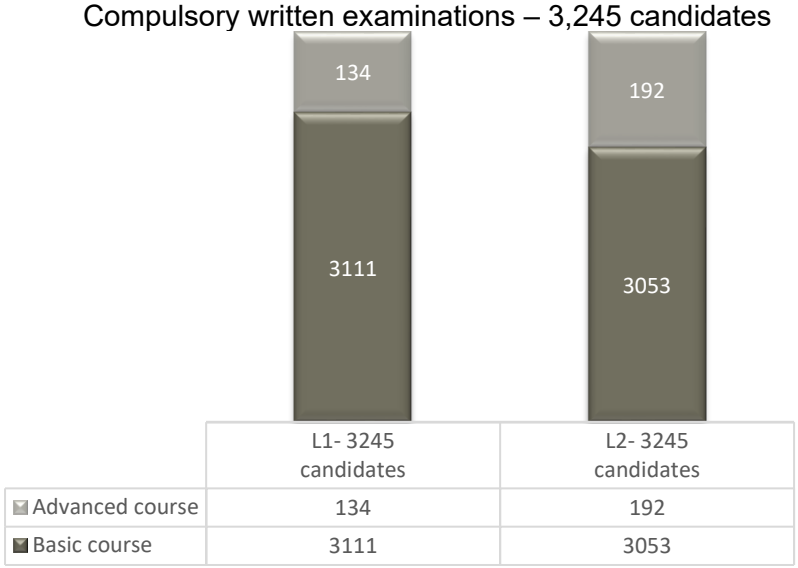
Subject	Gender	Exams	Percentage
L1-	Boys	1,524	48.99%
	Girls	1,587	51.01%
L1A	Boys	28	20.90%
	Girls	106	79.10%
L2-	Boys	1,519	49.75%
	Girls	1,534	50.25%
L2A	Boys	33	17.19%
	Girls	159	82.81%
L3-	Boys	420	44.92%
	Girls	515	55.08%
L4-	Boys	193	40.21%
	Girls	287	59.79%

Subject	Gender	Exams	Percentage
ART	Boys	98	25.59%
	Girls	285	74.41%
GE4	Boys	300	54.64%
	Girls	249	45.36%
HI4	Boys	331	43.16%
	Girls	436	56.84%
MU4	Boys	21	67.74%
	Girls	10	32.26%
PH4	Boys	124	35.73%
	Girls	223	64.27%



4.3.8. European Baccalaureate examinations and most popular written and oral examination options

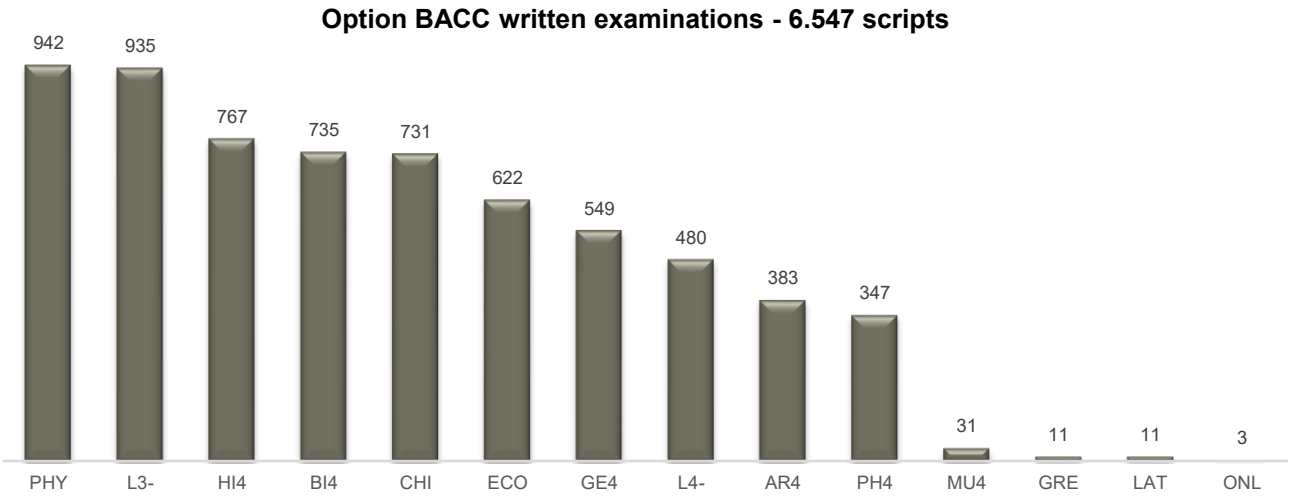
Compulsory written examinations – 3,245 candidates



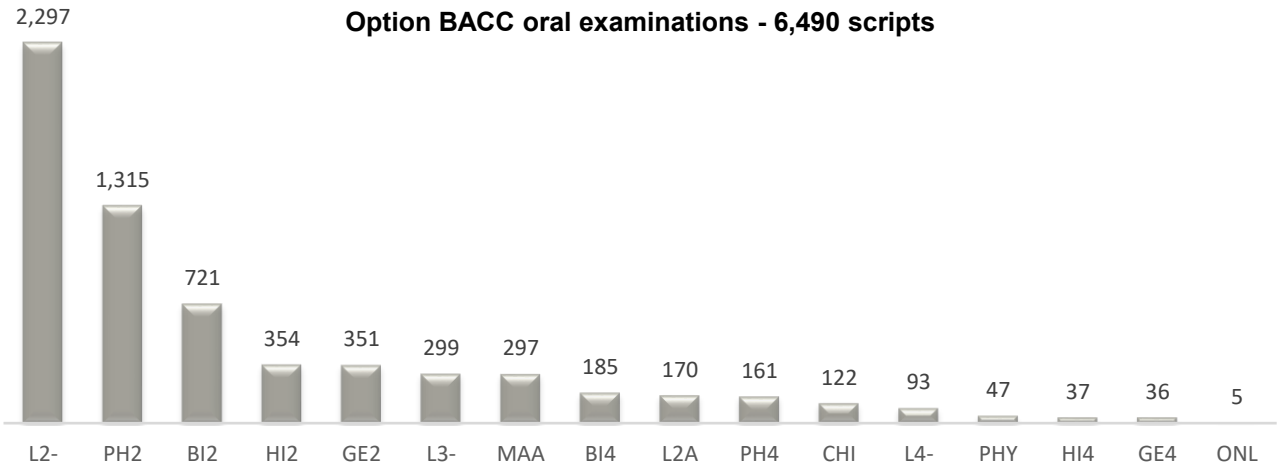
	L1- 3245 candidates	L2- 3245 candidates
Advanced course	134	192
Basic course	3111	3053

	Mathematics - 3245
MA5	1496
MA3	1749

Options written examinations: 6,547 scripts (3,245 x 2 options = 6,490 + 57 add. exams)



Options oral examinations: 6,490 orals (3,245 x 2 = 6,490 oral examinations)



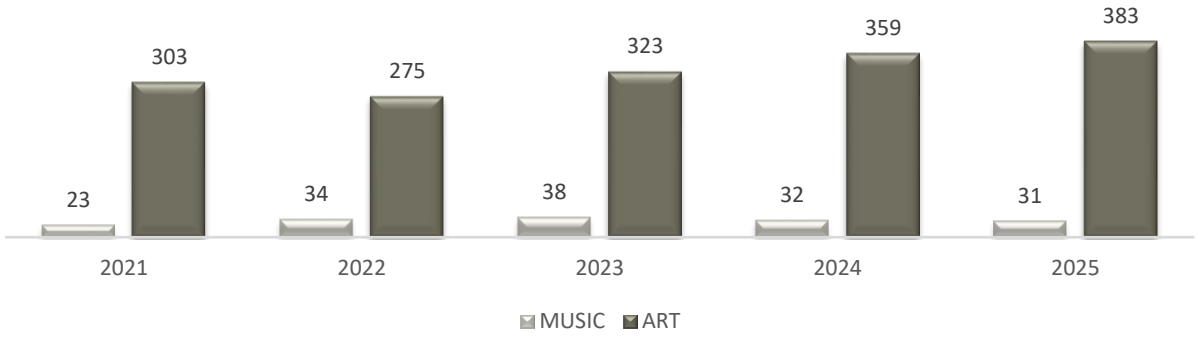
4.3.8.1. Most popular written choices

The five most chosen options for the written examinations this year were: Physics, Language III (EN 315, FR 188, ES 181, DE 113, NL 60, IT 56, DA 17, EL 3, PT 1, FI 1), History, Biology and Chemistry.

Options of written examinations	Number of candidates BAC 2023	% of candidates BAC 2023	Number of candidates BAC 2024	% of candidates BAC 2024	Number of candidates BAC 2025	% of candidates BAC 2025
PHYSICS	766	29.04%	841	28.66%	942	29.03%
LANGUAGE III	804	30.48%	847	28.87%	935	28.81%
HISTORY	518	19.64%	619	21.10%	767	23.64%
BIOLOGY	565	21.42%	645	21.98%	735	22.65%
CHEMISTRY	697	26.42%	724	24.68%	731	22.53%

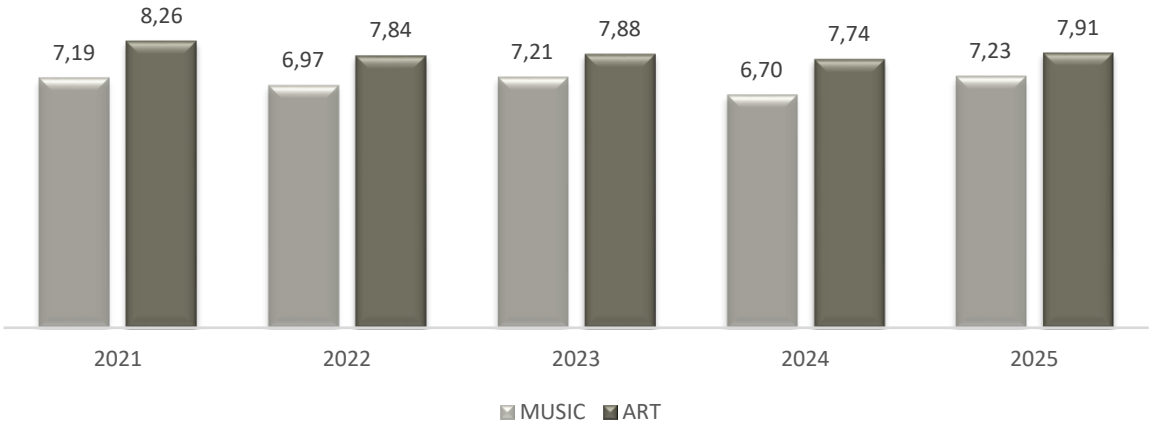
Art and Music are among the least popular written examinations. This year, there was again a small increase of the number of written examinations in Art education and almost the same in Music education in comparison to previous year.

Art and Music: number of candidates 2021-2025



The averages in these disciplines are in line with previous years. They tend to show that pupils choose the subjects out of passion, talent, and competence, not just by mere curiosity or simply need to complete their schedule.

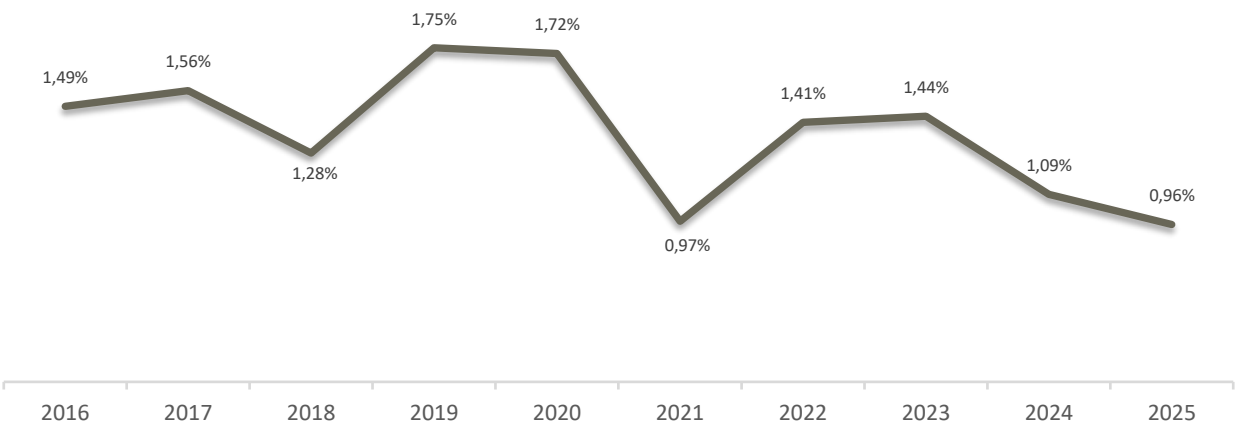
Art and Music: evolution of the written average



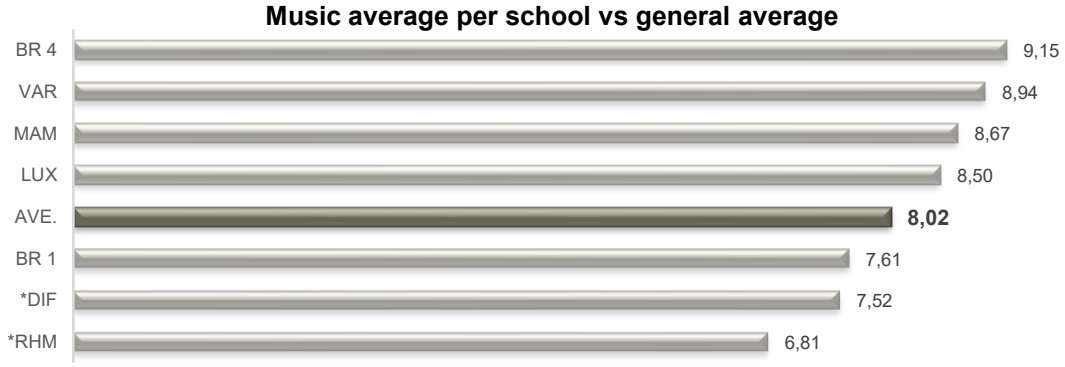
Number of candidates per year who chose Musical education as a written option:

2016	2017	2018	2019	2020	2021	2022	2023	2024	**2025**
28	31	27	38	39	23	34	38	32	**31**

Evolution of the number of music written examination

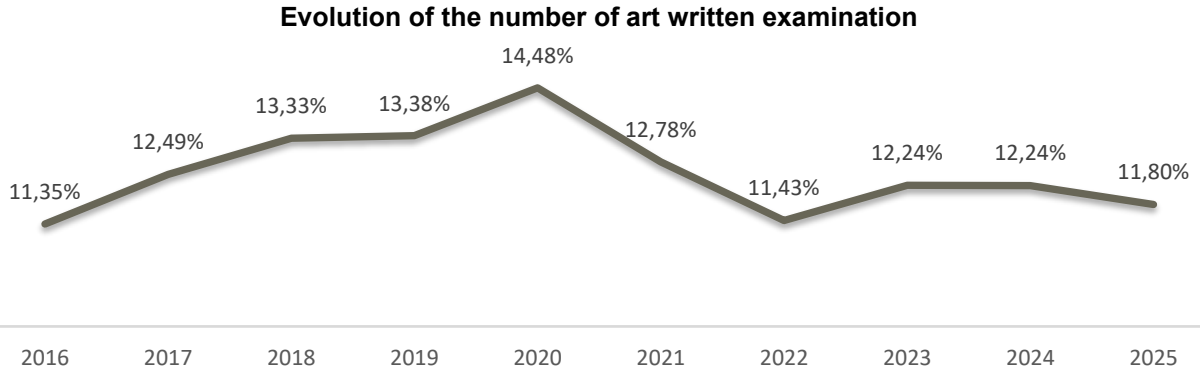


Final average in Music at the 2025 European Baccalaureate, per school: 8.02.

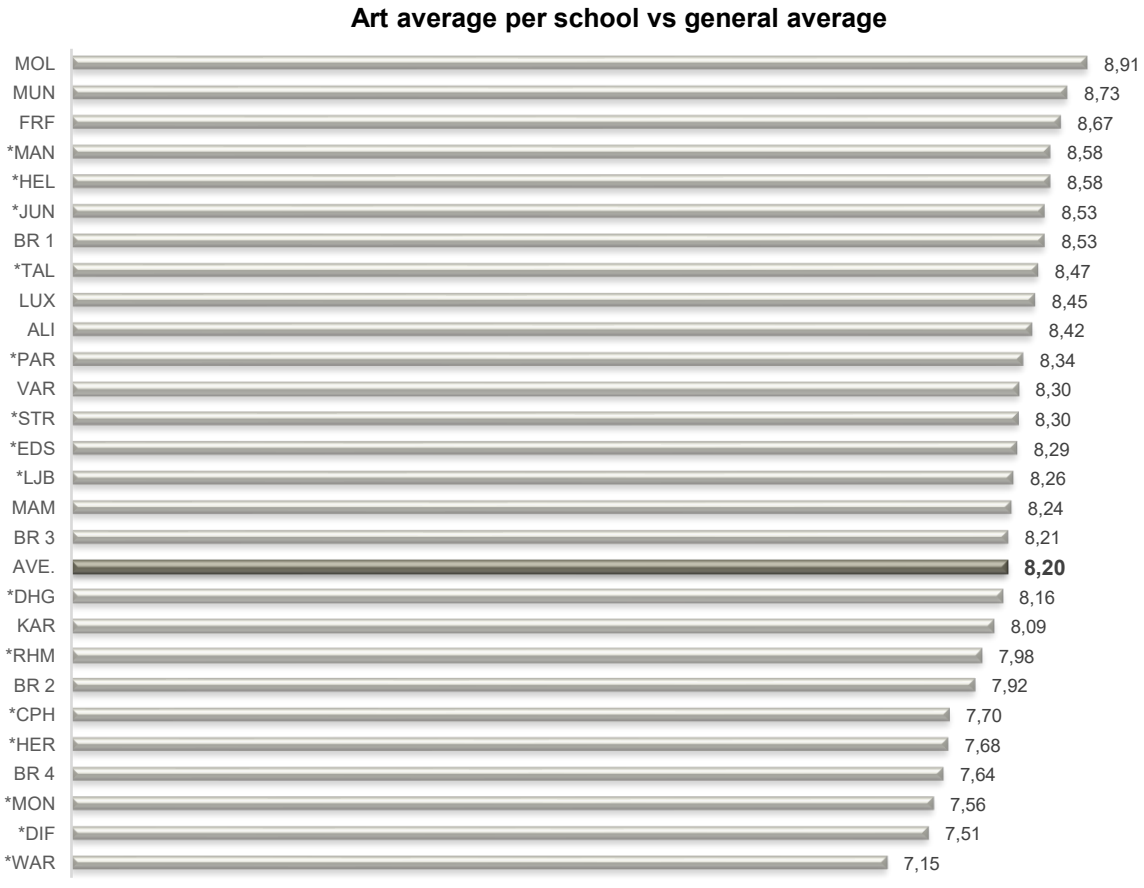


Number of candidates per year who chose the Artistic education as a written option:

2016	2017	2018	2019	2020	2021	2022	2023	2024	**2025**
214	249	282	291	328	303	275	323	359	**383**

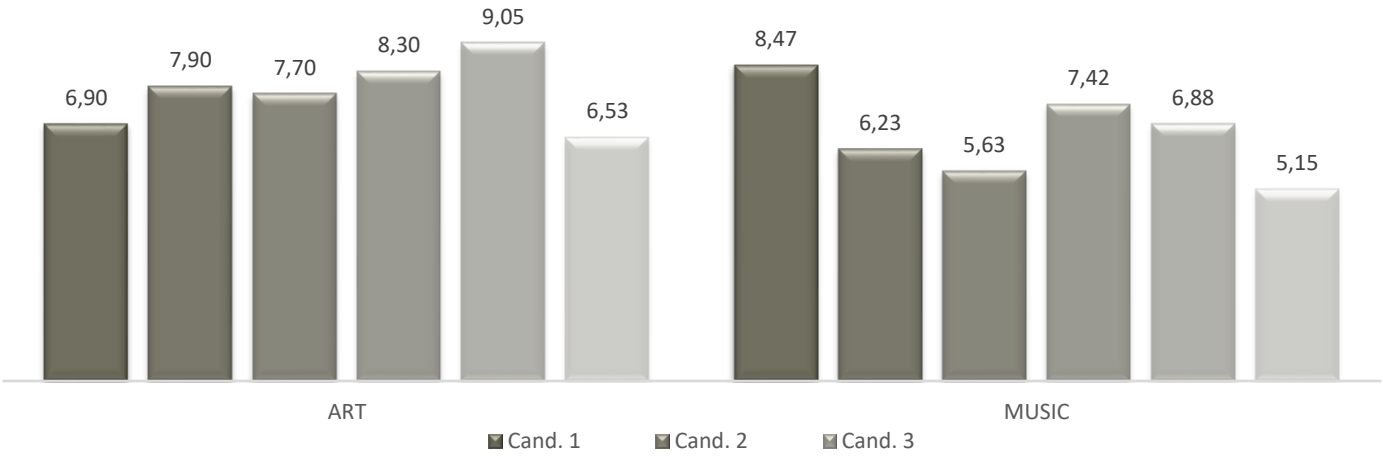


Final average in Art at the 2025 European Baccalaureate, per school: 8.20.



Six candidates took both Art and Music examination: Two from *RHM, and one from *DIF, BR4, VAR and MAM.

Written marks of candidates having choosen both Art and Music



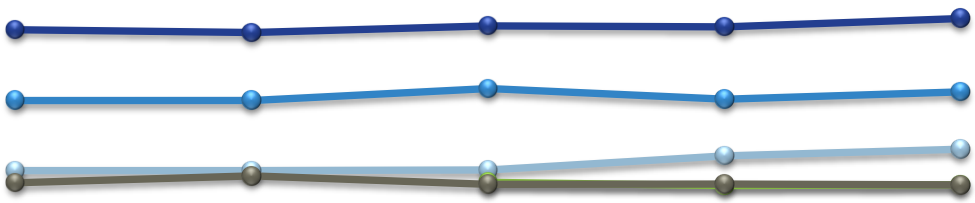
4.3.8.2. Most popular oral choices

The five most widely chosen options for the oral examinations in 2025 were: Language II (EN 1537, FR 447, DE 284, NL 12, ES 12, IT 4 and EL 1). Philosophy 2, Biology 2, History 2, and Geography 2.

Options of oral examinations	Number of candidates BAC 2023	% of candidates BAC 2023	Number of candidates BAC 2024	% of candidates BAC 2024	**Number of candidates BAC 2025**	**% of candidates BAC 2025**
LANGUAGE II	1,798	68.16%	1,990	67.83%	**2,297**	**70.79%**
PHILOSOPHY 2	1,214	46.02%	1,241	42.30%	**1,315**	**44.82%**
BIOLOGY 2	454	17.05%	653	22.26%	**721**	**24.57%**
HISTORY 2	339	17.21%	343	11.69%	**354**	**12.07%**
GEOGRAPHY 2	320	12.13%	358	12.20%	**351**	**11.96%**

4.3.8.3. Combination L3 - Sciences

Oral candidates evolution



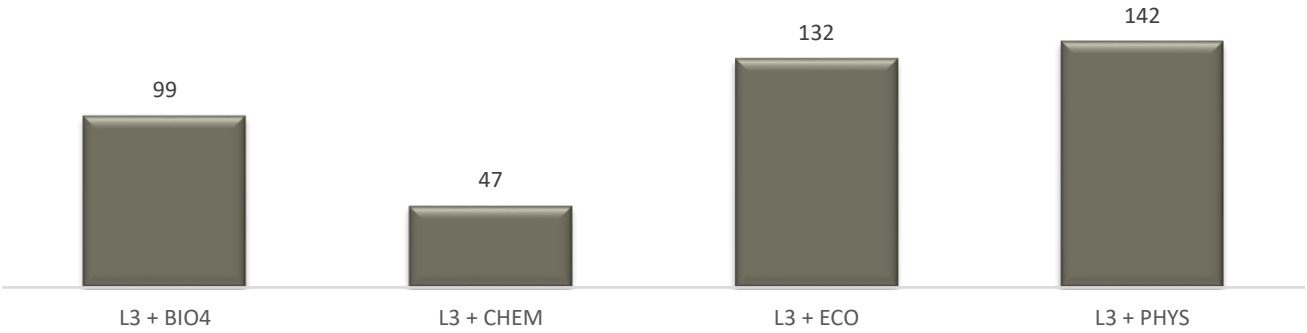
	2021	2022	2023	2024	2025
L2-	66,75%	65,82%	68,16%	67,83%	70,79%
PH2	41,77%	41,83%	46,02%	42,30%	44,82%
BI2	17,00%	17,05%	17,21%	22,26%	24,57%
HI2			12,85%	11,69%	12,07%
GE2	12,66%	15,14%	12,13%	12,20%	11,96%

935 candidates took a written examination in Language III. Out of these, 415 combined this examination with at least one scientific examination.

In this graph it can be seen a frequency of combination:

The graph shows that candidates with language orientation are also interested in mastering sciences in line with European key competences for lifelong learning.

Frequency of combination L3 (935 cands.) + Scientific subject



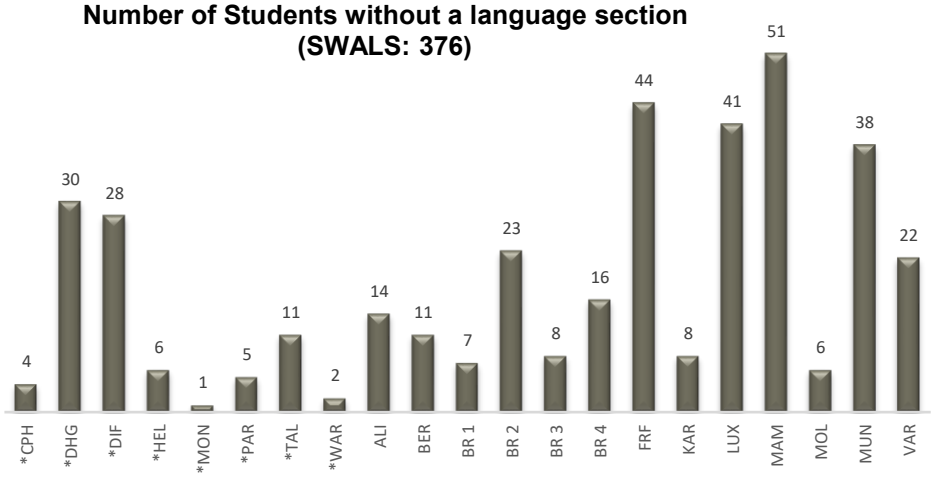
4.3.9. Students Without A Language Section (SWALS)

This year, 376 Students Without A Language Section registered for the European Baccalaureate session.

The average Final Mark achieved by SWALS candidates this year has been of 80.39.

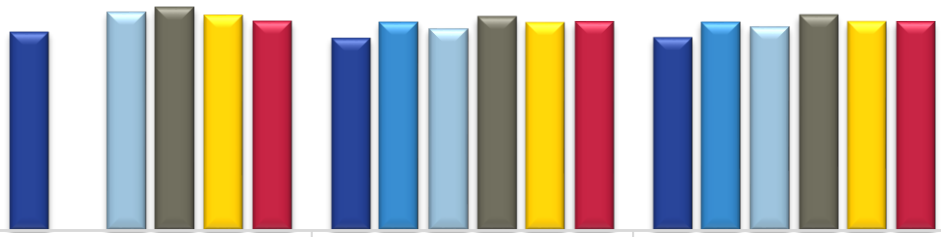
All the SWALS candidates succeeded.

Number of Students without a language section (SWALS: 376)



In the following graph are shown their performance in the written examinations of L1-, L1A, L2-, L2A, L3- and L4-. It can be observed that their performance in all the linguistic levels is higher than the average.

SWALS: Written marks in Languages

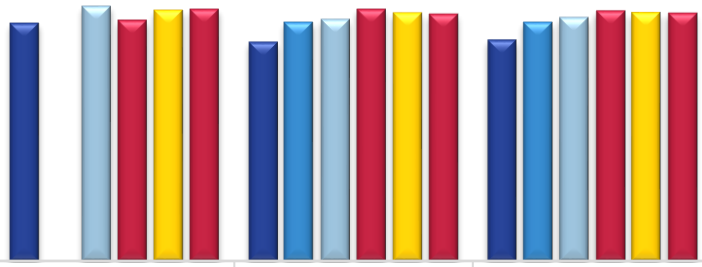


	SWALS	NO SWALS	Average
L1- W	7,61	7,38	7,41
L1A W		7,99	7,99
L2- W	8,38	7,75	7,82
L2A W	8,55	8,20	8,25
L3- W	8,24	7,95	8,00
L4- W	8,02	8,01	8,01

Regarding their performance in the oral examinations in languages. it can be observed that their performance in all the levels is higher than the average, except in L2A where the average is a little bit below.

Here are some results of the SWALS pupils in comparison with the other pupils and the general average. Results where SWALS averages are higher than NO SWALS, are shaded.

SWALS: Oral marks in Languages

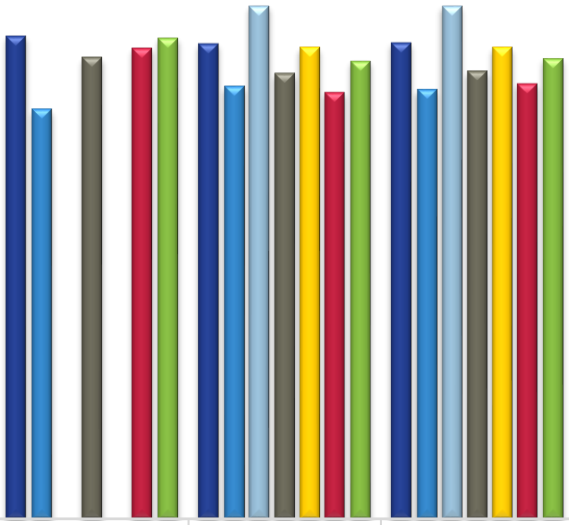


	SWALS	NO SWALS	Average
L1- O	8,54	7,86	7,94
L1A O		8,58	8,58
L2- O	9,15	8,68	8,74
L2A O	8,64	9,03	8,97
L3- O	9,02	8,92	8,94
L4- O	9,04	8,87	8,90

	AR4	GE4	GRE	HI4	LAT	MU4	PH4
SWALS	8.03	6.81		7.67		7.83	8.00
NO SWALS	7.90	7.19	8.53	7.41	7.84	7.09	7.61
ALL	**7.91**	**7.14**	**8.53**	**7.44**	**7.84**	**7.23**	**7.65**

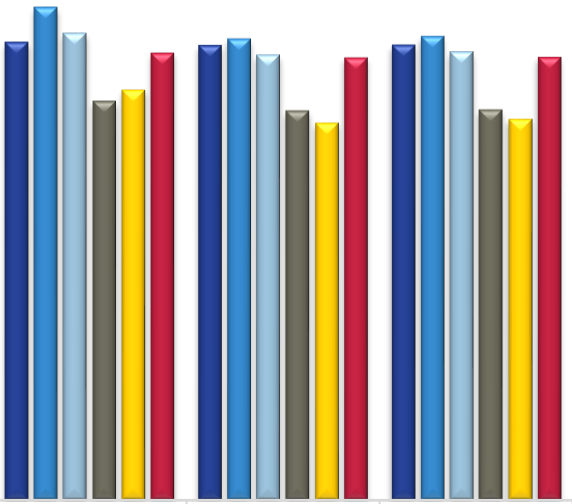
	BI4	CHI	ECO	MA3	MA5	PHY
SWALS	7.17	7.72	7.31	6.25	6.42	7.01
NO SWALS	7.12	7.22	6.97	6.09	5.91	6.93
ALL	**7.12**	**7.26**	**7.02**	**6.11**	**5.97**	**6.94**

SWALS: Written marks of literary subjects



	SWALS	NO SWALS	Average
AR4	8,03	7,90	7,91
GE4	6,81	7,19	7,14
GRE		8,53	8,53
HI4	7,67	7,41	7,44
LAT		7,84	7,84
MU4	7,83	7,09	7,23
PH4	8,00	7,61	7,65

SWALS: Written marks of scientific subjects

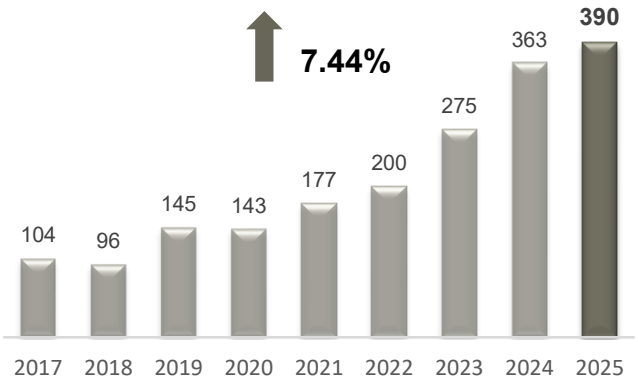


	SWALS	NO SWALS	Average
BI4	7,17	7,12	7,12
CHI	7,72	7,22	7,26
ECO	7,31	6,97	7,02
MA3	6,25	6,09	6,11
MA5	6,42	5,91	5,97
PHY	7,01	6,93	6,94

4.3.10. Results for candidates with special arrangements

4.3.10.1. Candidates

Number of candidates with granted special arrangements



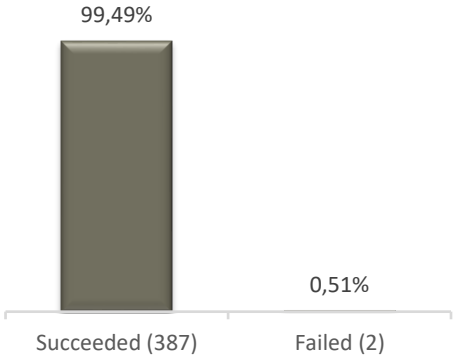
390 candidates (12.02% of the total) were granted special arrangements to the written and/or oral examinations for the 2025 session which substantially increases the previous year figure (+7.44%).

These arrangements mainly consisted in extra time, use of laptop (with or without spell checker), disregard spelling mistakes, and use of calculator. Other more exceptional arrangements consisted in allowing a reader, a scribe, a separate room, having a break under surveillance, change of format of the examination subject paper, etc.

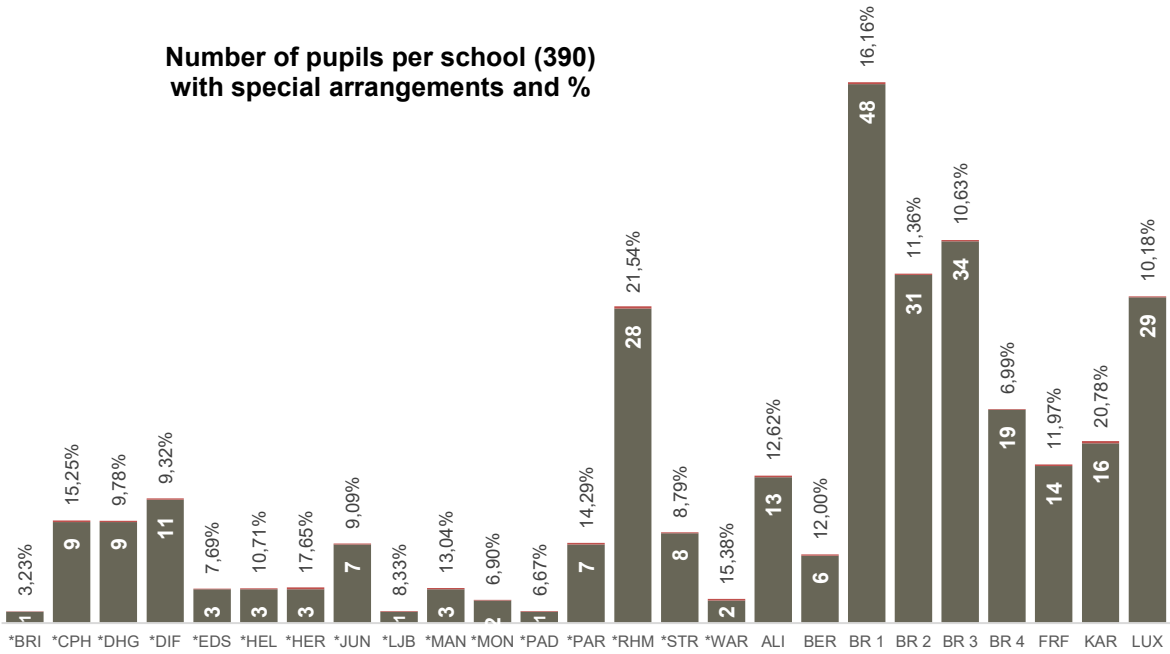
4.3.10.2. Success rate

99.49% of the candidates with special arrangements (388) succeeded.

Success rate



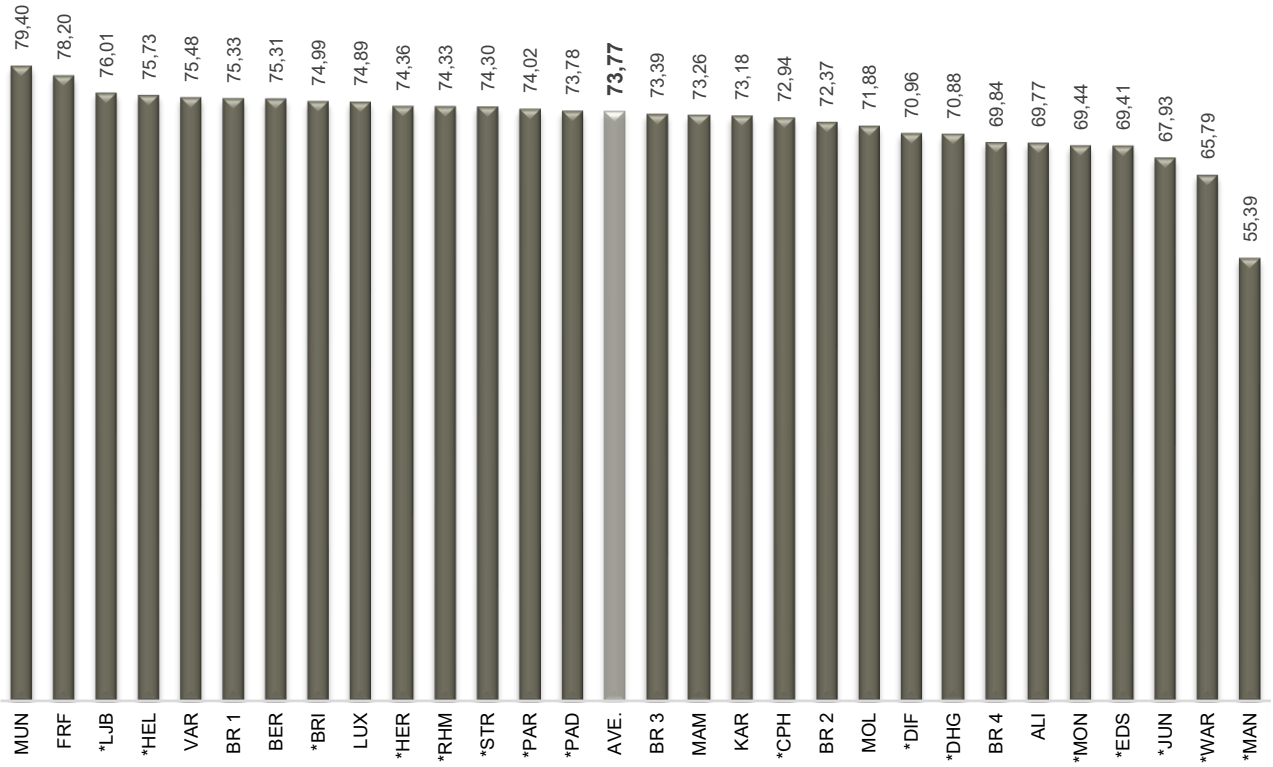
Number of pupils per school (390) with special arrangements and %



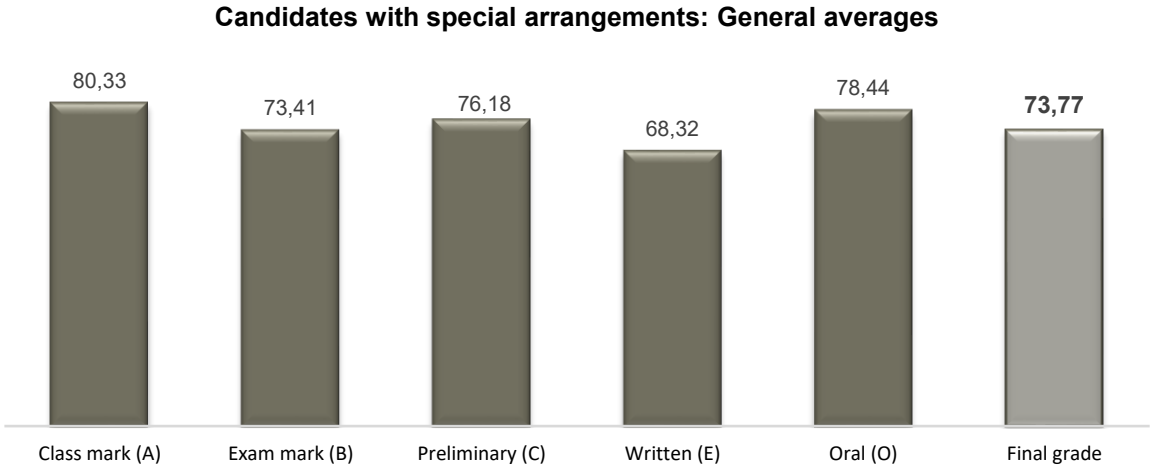
4.3.10.3. Choices of examinations

Subjects	Candidates who took the written exam	Written marks	Candidates who took the oral exam	Oral marks
AR4	82	7.71		
BI2			110	7.41
BI4	70	6.70	22	7.92
CHI	64	6.47	10	6.60
ECO	84	6.43		
GE2			44	7.89
GE4	78	6.90	5	7.72
GRE	1	8.12		
HI2			45	7.57
HI4	100	6.97	6	8.22
L1-	372	7.00	372	7.56
L1A	18	7.26	18	7.73
L2-	357	7.42	259	8.52
L2A	33	8.04	31	8.48
L3-	93	7.80	31	8.79
L4-	63	7.78	6	8.68
MA3	274	5.68		
MA5	116	5.50		
MAA			18	7.71
MU4	10	6.56		
ONL			2	9.75
PH2			154	7.47
PH4	58	7.27	34	7.92
PHY	81	6.18	3	8.17
Special arrangements	390 candidates for 1,950 exams + 4 additional exams	6.83	390 candidates for 1,170 exams	7.84
All candidates	3,245 candidates for 16,225 written exams + 57 additional exams	7.23	3,245 candidates for 9,735 oral exams	8.22

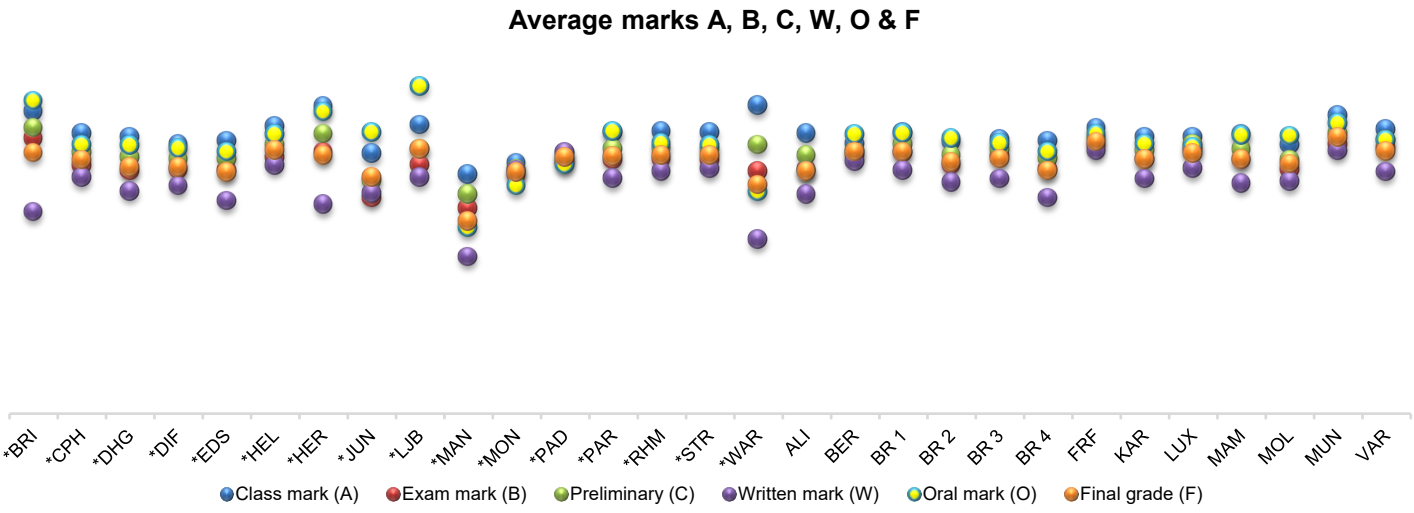
Candidates with special arrangements: Average final mark per school



4.3.10.4. Overall final mark

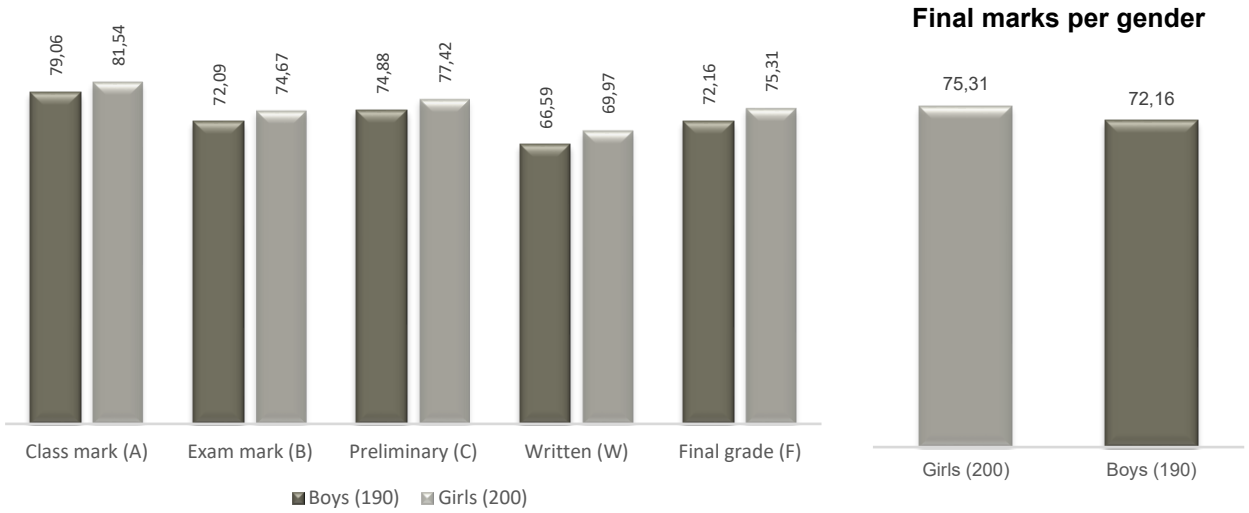


Distribution of marks



4.3.10.5. Results per gender and averages

Out of the 390 candidates with special arrangements, 200 were girls and 190 were boys. Two candidates failed and girls got higher marks than boys.



4.4. Results about the Sciences: BIO, CHI, ECO, MATH, and PHY

4.4.1. Final marks for scientific subjects

(Final Mark per subject: 0.50 C + 0.35 W + 0.15 O)

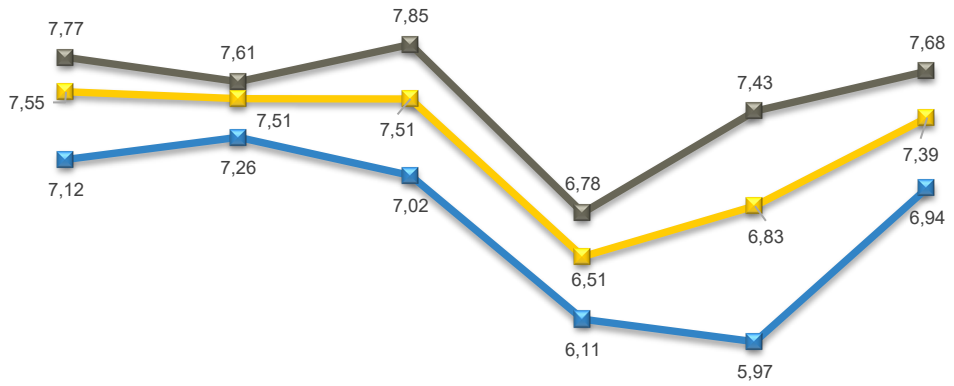
The evolution of the average Final Mark (Marks C + W + O) for the scientific subjects shows substantial stability over the years.

Final mark average for scientific subjects								
	BI2	BI4	CHI	ECO	MA3	MA5	MAA	PHY
2015	7.62	7.46	7.57		6.89	7.46	8.28	7.42
2016	7.59	7.47	7.50	7.56	6.93	7.26	8.31	7.48
2017	7.81	7.60	7.65	7.65	6.71	7.51	8.32	7.74
2018	7.68	7.52	7.70	7.72	6.71	7.20	8.37	7.93
2019	7.70	7.68	7.78	7.66	6.97	7.38	8.42	7.87
2020	7.84	7.99	7.94	8.18	7.27	7.93	8.38	8.13
2021	7.91	7.60	7.50	7.44	6.61	7.16	8.33	7.70
2022	7.70	7.51	7.36	7.29	6.51	7.07	8.43	7.62
2023	7.71	7.64	7.10	7.20	6.18	7.05	8.32	7.10
2024	8.08	7.42	6.97	7.27	6.36	6.70	8.41	7.09
2025	**8.09**	**7.55**	**7.51**	**7.51**	**6.51**	**6.83**	**8.58**	**7.39**

4.4.2. Comparison of final / written / preliminary marks of scientific subjects

The graphs below show that the results in the Biology, Chemistry, Economics, Mathematics 3P, Mathematics 5P and Physics final marks do not differ much from the final written EB mark with variations between 0.11 and 0.60 points. However, the number of failures in these subjects is still considerable.

Comparison of final / written and preliminary marks of scientific subjects

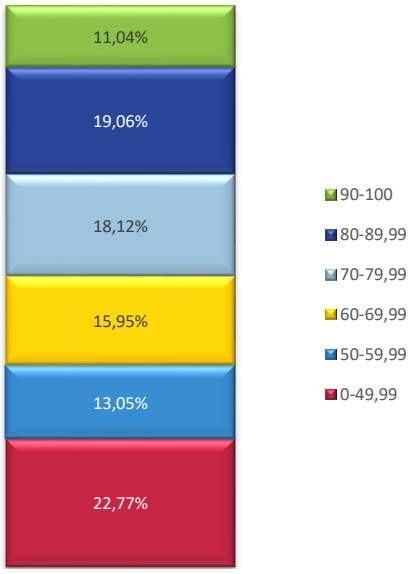


	BI4	CHI	ECO	MA3	MA5	PHY
Subject mark	7,55	7,51	7,51	6,51	6,83	7,39
W mark	7,12	7,26	7,02	6,11	5,97	6,94
C mark	7,77	7,61	7,85	6,78	7,43	7,68

4.4.3. European Baccalaureate: sciences, written examination mark results

The distribution graph below indicates that for all sciences subject examinations considered. 22.77% of the scripts did not obtain the pass mark.

Distribution of written marks for sciences

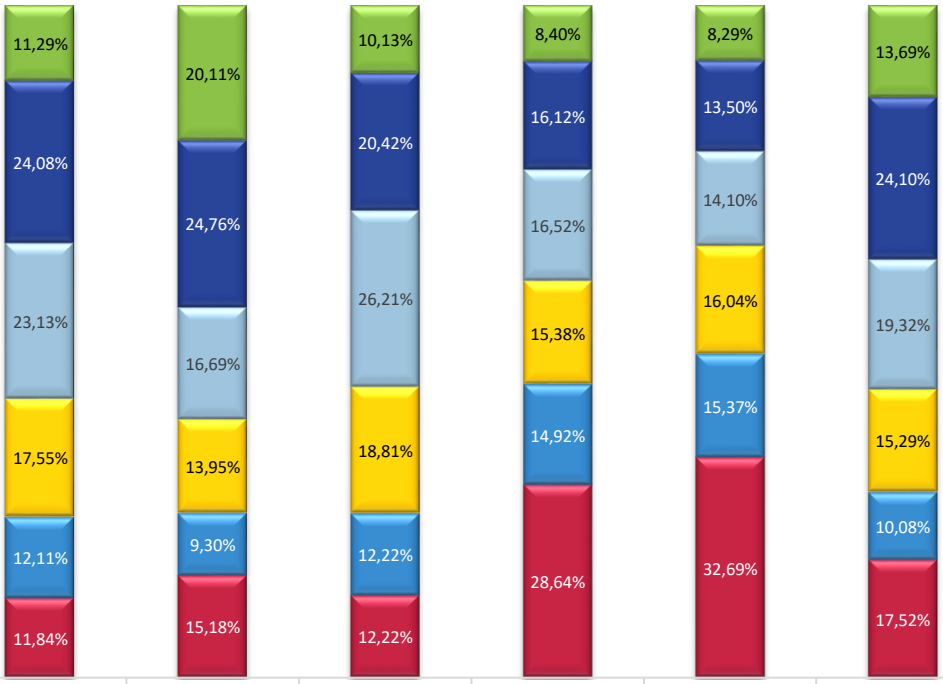


The next distribution table per subject reflects the details among the scientific subjects distribution of written examination marks.

MA5 has the highest failure rate with a percentage of 32.69% of pupils not reaching the pass mark of 5.

Whereas Chemistry has the highest success rate with a percentage of 20.11% of pupils reaching a final written examination mark between 9 and 10, Biology represents the lowest percentage of pupils not reaching the mark 5 (11.84%).

Distribution of the written marks
Biology - Chemistry - Economics - MA3 - MA5 - Physics



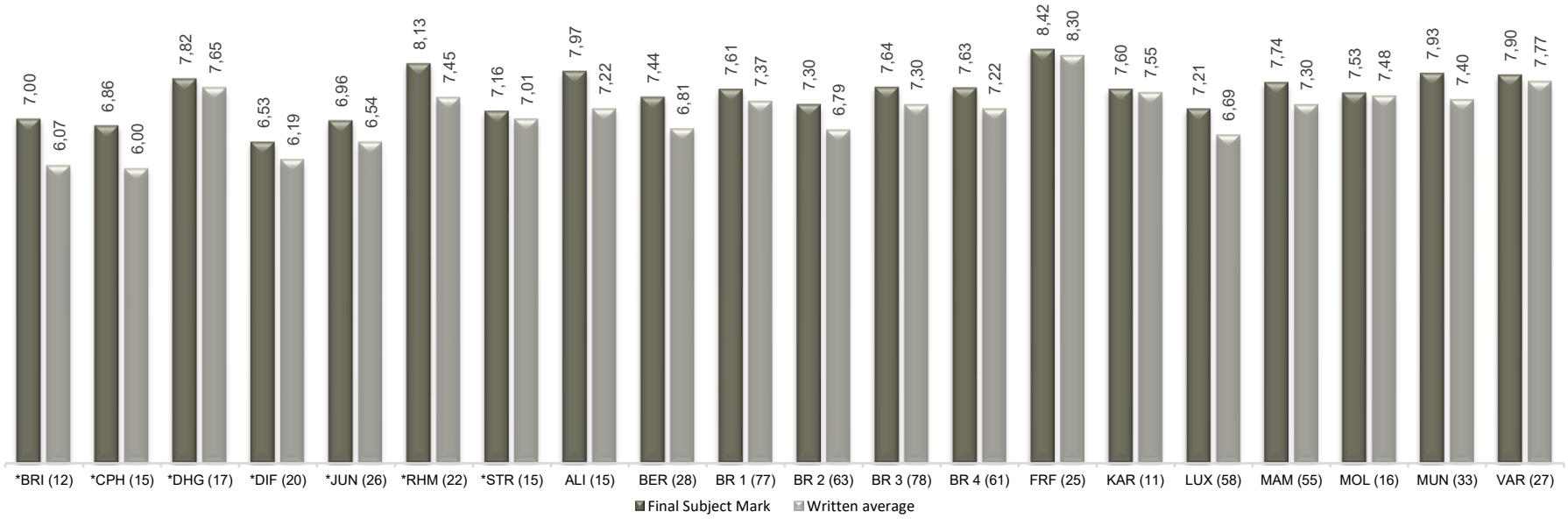
	Biology	Chemistry	Economics	Maths 3P	Maths 5P	Physics
90-100	11,29%	20,11%	10,13%	8,40%	8,29%	13,69%
80-89,99	24,08%	24,76%	20,42%	16,12%	13,50%	24,10%
70-79,99	23,13%	16,69%	26,21%	16,52%	14,10%	19,32%
60-69,99	17,55%	13,95%	18,81%	15,38%	16,04%	15,29%
50-59,99	12,11%	9,30%	12,22%	14,92%	15,37%	10,08%
0-49,99	11,84%	15,18%	12,22%	28,64%	32,69%	17,52%

4.4.3.1. Biology (Success rate: 88.16%) [2]

BAC session	ALI	BER	BR 1	BR 2	BR 3	BR 4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Aver.
2021	7.65	6.35	6.86	6.35	7.68	6.52	8.20	9.68	6.86	7.45	7.18	7.23	6.58	7.06
2022	6.05	6.66	6.63	6.82	6.68	6.81	8.02	8.11	7.15	7.11	7.54	7.56	7.44	6.91
2023	6.87	7.48	7.22	7.05	7.20	7.18	8.24	7.67	7.37	7.87	7.76	7.48	6.88	7.27
2024	6.36	7.12	6.75	7.07	6.85	7.48	7.74	7.76	6.93	7.54	7.52	7.70	7.30	7.01
2025	**7.22**	**6.81**	**7.37**	**6.79**	**7.30**	**7.22**	**8.30**	**7.55**	**6.69**	**7.30**	**7.48**	**7.40**	**7.77**	**7.12**

BAC session	*BAR	*BRI	*CPH	*DHG	*EDS	*DIF	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	Aver.
2021		8.55		5.93			6.20	5.95			7.02			8.39	7.19	7.18	7.33		7.06
2022		6.34		6.27			5.66	5.08			6.15		6.17	8.17	6.51	6.62	6.35		6.91
2023		7.37	7.16	6.92		6.08	6.32				6.45		6.98	7.69	7.68	6.25	6.44		7.27
2024		6.08	6.92	7.09		5.14	6.17	6.50	5.53		7.48		7.25	7.63	6.19	7.49	6.69		7.01
2025		**6.07**	**6.00**	**7.65**	**6.19**	**6.02**	**7.33**	**7.87**	**6.54**	**7.38**	**7.82**	**4.92**	**6.38**	**8.13**	**7.45**	**7.01**	**6.93**	**6.31**	**7.12**

Biology: average final mark vs average written mark

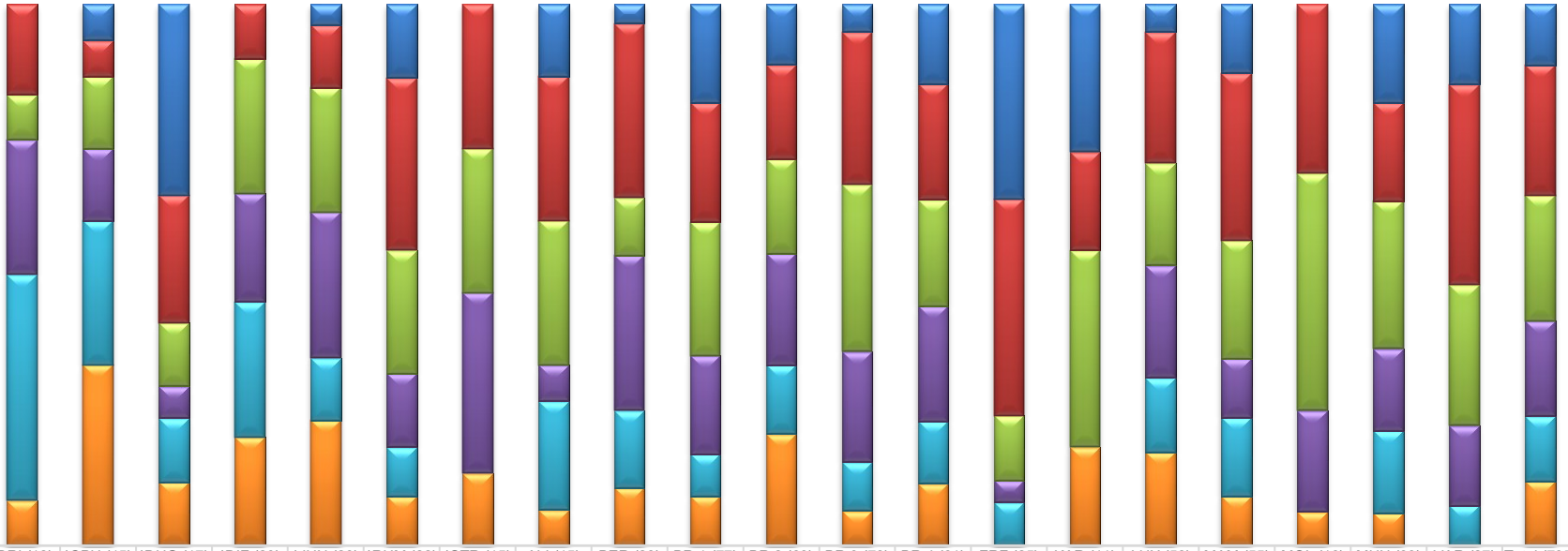


[2] Schools with less than 10 candidates will not be taken into consideration in the graphs because they are not statistically relevant.

Biology: comparison W1 vs W2

	*BRI (12)	*CPH (15)	*DHG (17)	*DIF (20)	*JUN (26)	*RHM (22)	*STR (15)	ALI (15)	BER (28)	BR 1 (77)	BR 2 (63)	BR 3 (78)	BR 4 (61)	FRF (25)	KAR (11)	LUX (58)	MAM (55)	MOL (16)	MUN (33)	VAR (27)	AVE. (735)
WR 1	5,89	6,16	7,83	6,30	7,03	7,92	7,42	7,35	6,73	7,45	7,07	7,54	7,22	8,18	7,64	6,91	7,41	7,43	7,04	7,70	7,23
WR 2	6,23	5,99	7,47	6,07	6,06	6,93	6,59	7,08	6,88	7,30	6,49	7,08	7,22	8,41	7,46	6,49	7,17	7,53	7,71	7,84	7,01

Biology: distribution of written marks

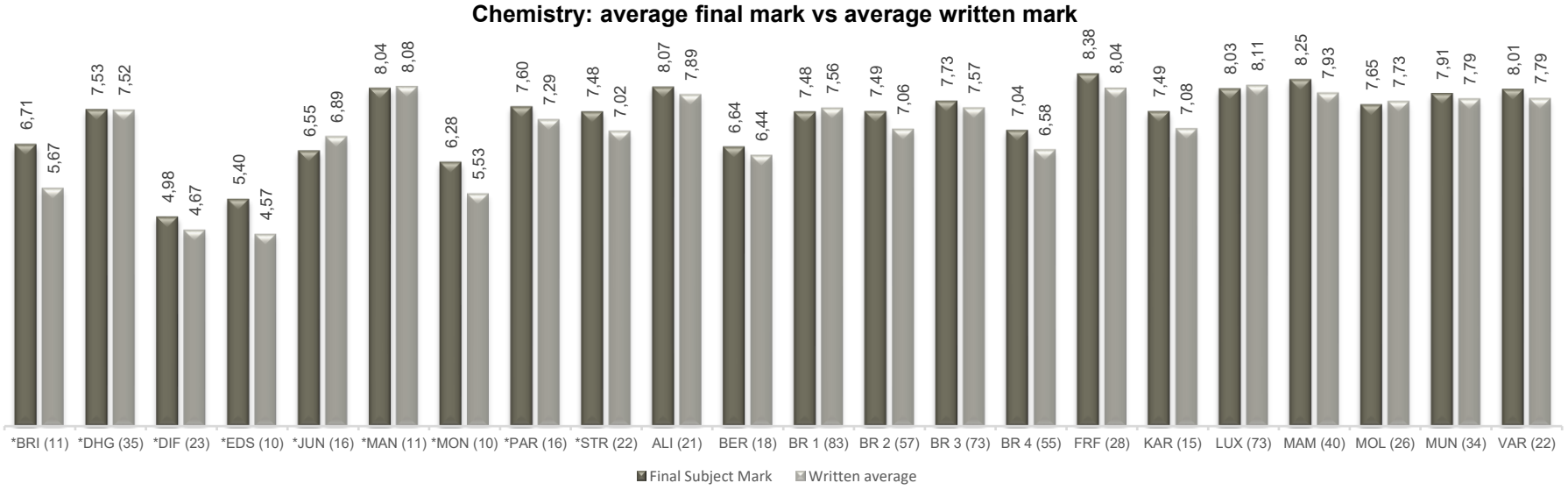


	*BRI (12)	*CPH (15)	*DHG (17)	*DIF (20)	*JUN (26)	*RHM (22)	*STR (15)	ALI (15)	BER (28)	BR 1 (77)	BR 2 (63)	BR 3 (78)	BR 4 (61)	FRF (25)	KAR (11)	LUX (58)	MAM (55)	MOL (16)	MUN (33)	VAR (27)	Total (735)
90-100		1	6		1	3		2	1	14	7	4	9	9	3	3	7		6	4	83
80-89,99	2	1	4	2	3	7	4	4	9	17	11	22	13	10	2	14	17	5	6	10	177
70-79,99	1	2	2	5	6	5	4	4	3	19	11	24	12	3	4	11	12	7	9	7	170
60-69,99	3	2	1	4	7	3	5	1	8	14	13	16	13	1		12	6	3	5	4	129
50-59,99	5	4	2	5	3	2		3	4	6	8	7	7	2		8	8		5	2	89
0-49,99	1	5	2	4	6	2	2	1	3	7	13	5	7		2	10	5	1	2		87

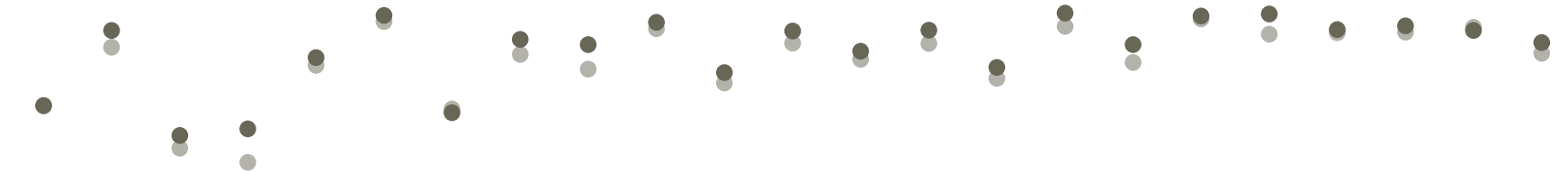
4.4.3.2. Chemistry (Success rate: 84.82%)

BAC session	ALI	BER	BR 1	BR 2	BR 3	BR 4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Aver.
2021	6.93	6.34	6.53	6.96	7.03	5.79	6.79	6.46	7.17	6.44	6.43	7.89	6.66	6.69
2022	6.26	5.60	6.14	6.95	7.05	6.65	6.67	7.87	6.78	7.43	6.89	8.06	6.21	6.77
2023	6.36	5.10	6.09	6.94	6.46	6.68	6.75	5.16	6.67	6.67	6.00	6.39	6.74	6.27
2024	5.52	6.57	5.47	5.97	6.13	5.88	6.83	6.80	6.53	5.74	5.62	6.90	6.57	5.84
2025	**7.89**	**6.44**	**7.56**	**7.06**	**7.57**	**6.58**	**8.04**	**7.08**	**8.11**	**7.93**	**7.73**	**7.79**	**7.79**	**7.26**

BAC session	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	Aver.
2021		6.29		6.00			6.04	7.10			7.67		7.67	8.06	6.14	5.72	4.10		6.69
2022		5.59		7.03			4.72	3.63			6.46		4.00	7.12	6.80	6.46	6.64		6.77
2023		5.06	5.67	6.38	4.48		6.92	4.35			5.58		3.44	6.14	5.76	5.35	5.14		6.27
2024	3.49	6.66	7.48	5.24	3.15		3.87	4.14	5.08		6.66		5.24	7.03	5.50	3.98	5.79		5.84
2025		**5.67**	**4.62**	**7.52**	**4.67**	**4.57**	**7.17**	**6.07**	**6.89**	**8.17**	**8.08**	**5.53**	**4.73**	**7.29**	**6.97**	**7.02**	**7.14**	**6.36**	**7.26**

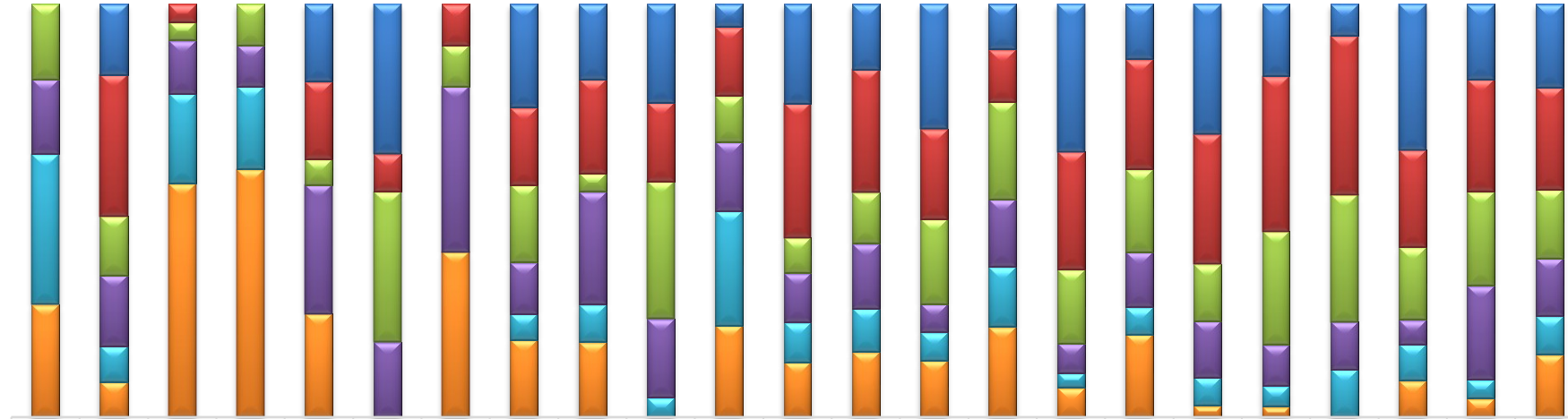


Chemistry: comparison W1 vs W2



	*BRI (11)	*DHG (35)	*DIF (23)	*EDS (10)	*JUN (16)	*MAN (11)	*MON (10)	*PAR (16)	*STR (22)	ALI (21)	BER (18)	BR 1 (83)	BR 2 (57)	BR 3 (73)	BR 4 (55)	FRF (28)	KAR (15)	LUX (73)	MAM (40)	MOL (26)	MUN (34)	VAR (22)	AVE. (731)
WR 1	5,67	7,75	4,84	5,03	6,99	8,16	5,48	7,50	7,36	7,97	6,58	7,73	7,17	7,75	6,72	8,22	7,36	8,15	8,20	7,77	7,88	7,75	7,41
WR 2	5,65	7,29	4,49	4,10	6,78	7,99	5,58	7,08	6,68	7,80	6,30	7,39	6,95	7,38	6,42	7,86	6,86	8,06	7,65	7,68	7,69	7,83	7,11

Chemistry: distribution of written marks



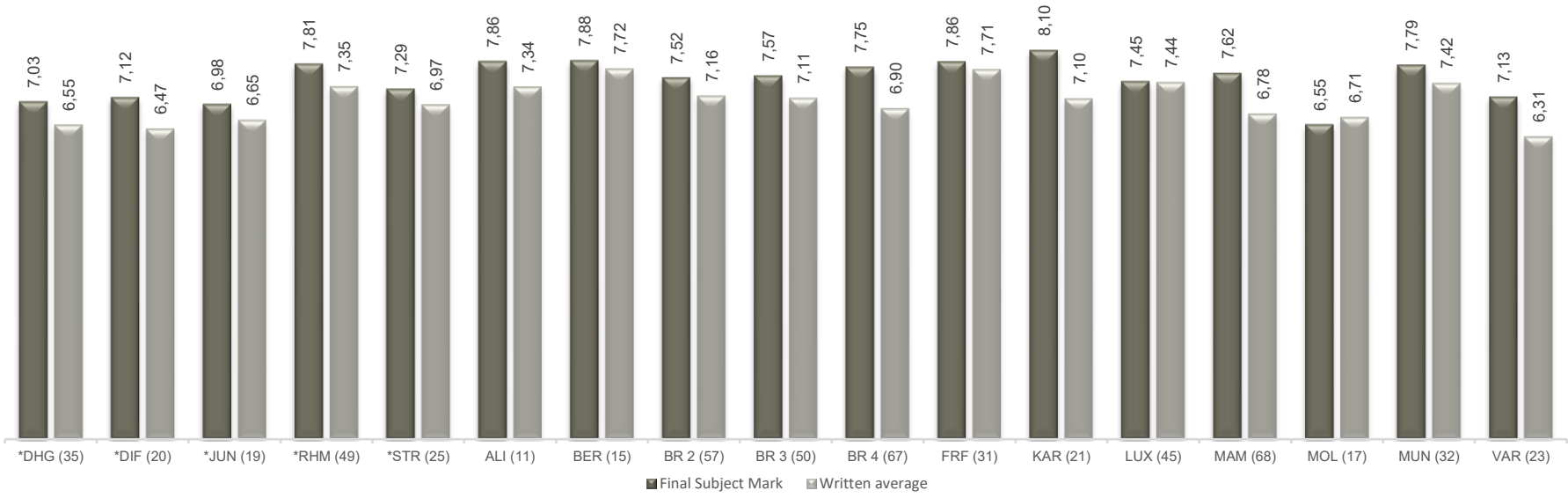
	*BRI (11)	*DHG (35)	*DIF (23)	*EDS (10)	*JUN (16)	*MAN (11)	*MON (10)	*PAR (16)	*STR (22)	ALI (21)	BER (18)	BR 1 (83)	BR 2 (57)	BR 3 (73)	BR 4 (55)	FRF (28)	KAR (15)	LUX (73)	MAM (40)	MOL (26)	MUN (34)	VAR (22)	Total (731)
90-100		6			3	4		4	4	5	1	20	9	22	6	10	2	23	7	2	12	4	147
80-89,99		12	1		3	1	1	3	5	4	3	27	17	16	7	8	4	23	15	10	8	6	181
70-79,99	2	5	1	1	1	4	1	3	1	7	2	7	7	15	13	5	3	10	11	8	6	5	122
60-69,99	2	6	3	1	5	2	4	2	6	4	3	10	9	5	9	2	2	10	4	3	2	5	102
50-59,99	4	3	5	2				1	2	1	5	8	6	5	8	1	1	5	2	3	3	1	68
0-49,99	3	3	13	6	4		4	3	4		4	11	9	10	12	2	3	2	1		3	1	111

4.4.3.3. Economics (Success rate: 87.78%)

BAC session	ALI	BER	BR 1	BR 2	BR 3	BR 4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Aver.
2021	6.47	6.94	5.73	6.85	7.13	6.07	7.55	7.48	6.53	6.55	5.76	5.96	6.84	6.64
2022	6.67	6.33	5.64	6.85	6.49	6.21	7.32	7.52	6.69	6.11	6.26	6.73	6.16	6.61
2023	6.66	6.69	5.46	6.82	6.13	6.38	7.18	6.63	6.47	5.95	6.03	7.13	6.82	6.42
2024	7.05	7.31	6.61	6.51	6.99	6.50	7.55	6.13	6.46	6.16	5.99	7.02	6.58	6.58
2025	**7.34**	**7.72**	**7.04**	**7.16**	**7.11**	**6.90**	**7.71**	**7.10**	**7.44**	**6.78**	**6.71**	**7.42**	**6,31**	**7.02**

BAC session	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	Aver.
2021		6.50		6.71			6.68							6.34	6.74	6.18	6.42		6.64
2022		7.18		6.58			8.14						6.63	5.63	7.15	6.92	6.52		6.61
2023		4.38		6.11	5.08		6.21						6.62	7.04	6.84	5.71	3.78		6.42
2024	3.58			6.78	5.07		7.19		6.65				6.55	6.37	6.97	5.82	5.64		6.58
2025	**4.20**		**6.83**	**6.55**	**6.47**	**5.33**	**7.52**	**6.43**	**6.65**	**7.33**		**4.95**	**7.12**		**7.35**	**6.97**			**7.02**

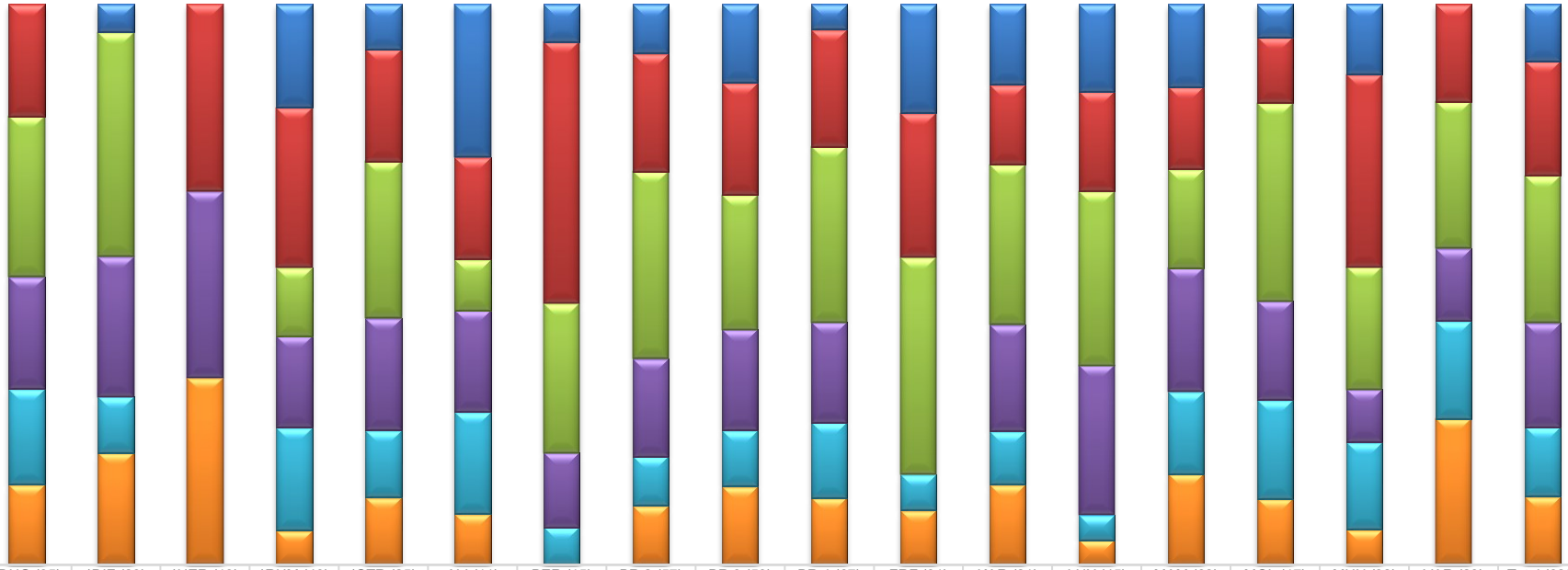
Economics: average final mark vs average written mark



Economics: comparison W1 vs W2

	*DHG (35)	*DIF (20)	*JUN (19)	*RHM (49)	*STR (25)	ALI (11)	BER (15)	BR 2 (57)	BR 3 (50)	BR 4 (67)	FRF (31)	KAR (21)	LUX (45)	MAM (68)	MOL (17)	MUN (32)	VAR (23)	AVE. (622)
WR 1	7,05	6,70	6,89	7,80	6,93	7,83	7,89	7,24	7,10	7,29	7,96	7,41	7,70	7,31	6,51	7,64	6,43	7,26
WR 2	6,15	6,23	6,64	6,92	7,01	6,85	7,54	7,05	7,13	6,54	7,46	6,86	7,18	6,36	6,89	7,19	6,13	6,79

Economics: distribution of written marks



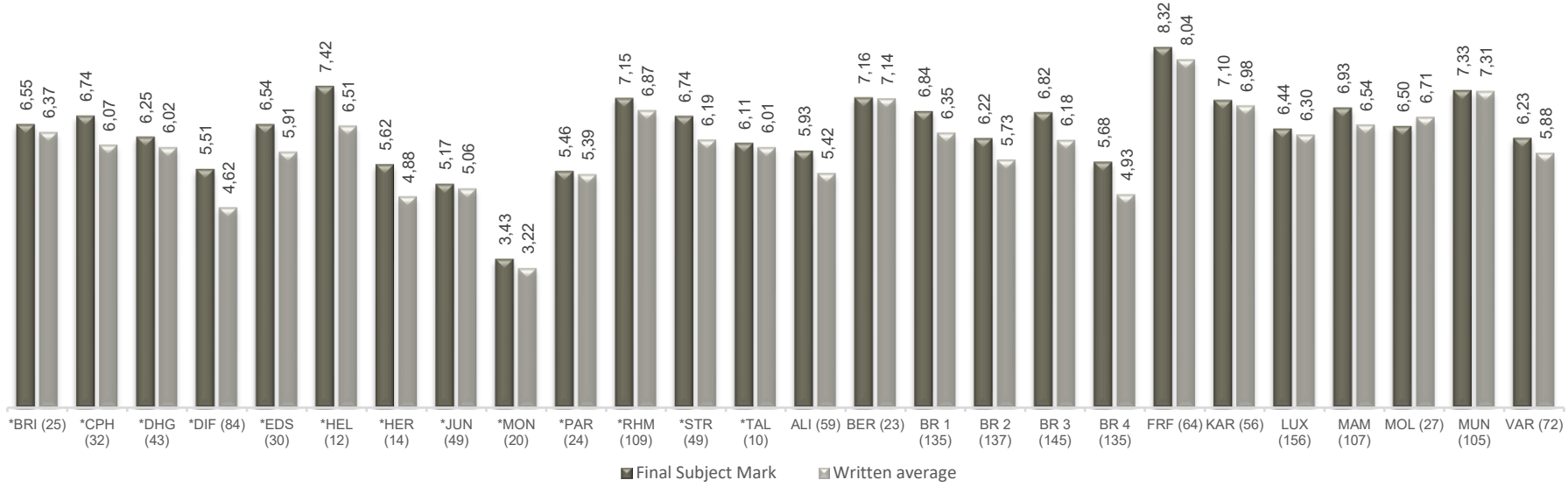
	*DHG (35)	*DIF (20)	*HER (19)	*RHM (49)	*STR (25)	ALI (11)	BER (15)	BR 2 (57)	BR 3 (50)	BR 4 (67)	FRF (31)	KAR (21)	LUX (45)	MAM (68)	MOL (17)	MUN (32)	VAR (23)	Total (622)
90-100		1		9	2	3	1	5	7	3	6	3	7	10	1	4		63
80-89,99	7		1	14	5	2	7	12	10	14	8	3	8	10	2	11	4	127
70-79,99	10	8		6	7	1	4	19	12	21	12	6	14	12	6	7	6	163
60-69,99	7	5	1	8	5	2	2	10	9	12		4	12	15	3	3	3	116
50-59,99	6	2		9	3	2	1	5	5	9	2	2	2	10	3	5	4	77
0-49,99	5	4	1	3	3	1		6	7	8	3	3	2	11	2	2	6	76

4.4.3.4. Mathematics 3P (Success rate: 71.36%)

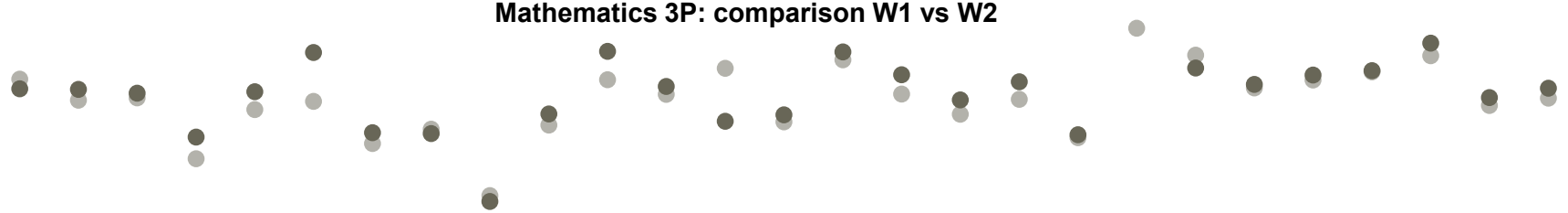
BAC session	ALI	BER	BR 1	BR 2	BR 3	BR 4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Aver.
2021	5.94	5.61	5.80	6.14	6.46	5.15	6.86	6.98	5.94	5.81	5.09	6.67	6.05	6.00
2022	5.78	5.19	6.36	6.10	6.17	5.69	7.13	6.93	6.60	5.98	5.98	7.49	5.74	6.31
2023	4.99	5.42	5.15	5.47	5.01	4.62	6.09	5.98	5.66	5.53	5.26	6.50	5.91	5.39
2024	6.00	6.01	5.41	5.18	5.54	4.63	6.56	5.97	5.76	6.19	5.62	6.70	6.22	5.69
2025	**5.42**	**7.14**	**6.35**	**5.73**	**6.18**	**4.93**	**8.04**	**6.98**	**6.30**	**6.54**	**6.71**	**7.31**	**5.88**	**6.11**

BAC session	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	Aver.
2021		6.48		5.87			5.19	4.85			3.78			5.85	6.12	5.17	5.95		6.00
2022		7.25		5.68			6.25	3.23			6.50		5.80	4.78	6.99	6.01	6.09		6.31
2023		5.90	5.02	5.59	4.36		7.24	3.11			5.12		4.64	5.28	5.59	4.72	3.95		5.39
2024	2.73	5.41	6.21	5.95	4.78		5.46	4.36	4.91		6.39		4.13	5.27	6.34	5.76	4.40		5.69
2025	**4.81**	**6.37**	**6.07**	**6.02**	**4.62**	**5.91**	**6.51**	**4.88**	**5.06**	**6.72**	**6.09**	**3.22**	**5.74**	**5.39**	**6.87**	**6.19**	**6.01**	**5.89**	**6.11**

Maths 3P: average final mark vs average written mark

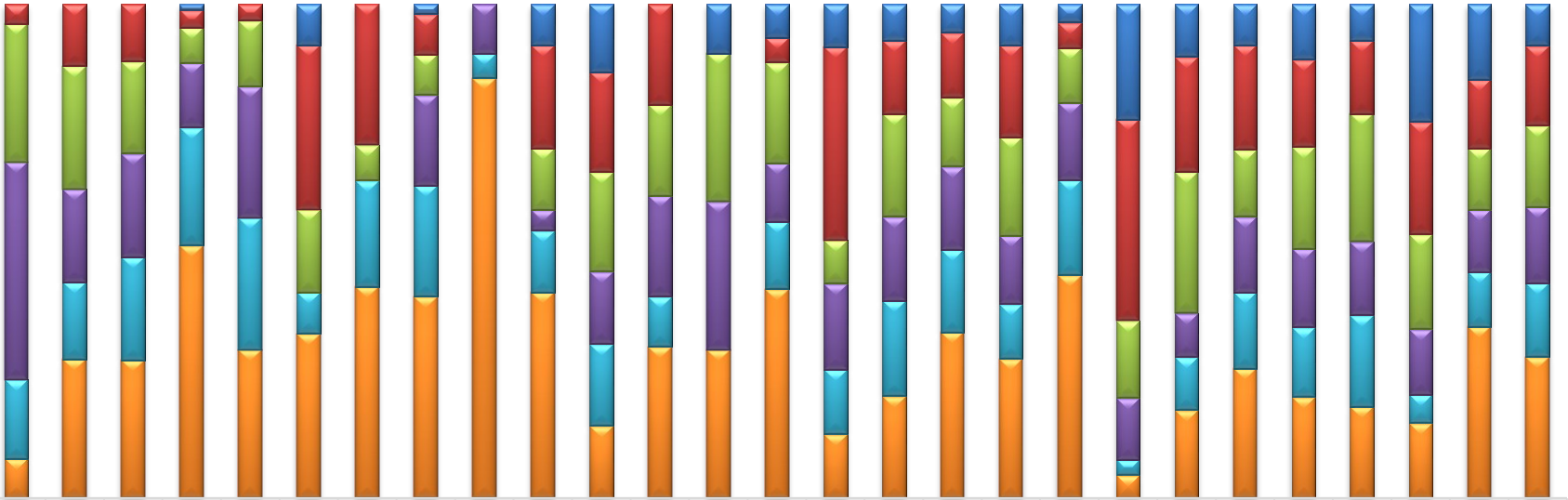


Mathematics 3P: comparison W1 vs W2



	*BRI (25)	*CPH (32)	*DHG (43)	*DIF (84)	*EDS (30)	*HEL (12)	*HER (14)	*JUN (49)	*MON (20)	*PAR (24)	*RHM (109)	*STR (49)	*TAL (10)	ALI (59)	BER (23)	BR 1 (135)	BR 2 (137)	BR 3 (145)	BR 4 (135)	FRF (64)	KAR (56)	LUX (156)	MAM (107)	MOL (27)	MUN (105)	VAR (72)	Total (1749)
WR 1	6,23	6,22	6,11	4,90	6,15	7,23	5,02	5,00	3,14	5,54	7,26	6,30	5,34	5,51	7,24	6,61	5,92	6,42	4,97	8,19	6,80	6,35	6,60	6,73	7,48	5,99	6,25
WR 2	6,50	5,92	5,98	4,31	5,66	5,89	4,73	5,12	3,30	5,23	6,48	6,07	6,80	5,32	7,03	6,08	5,53	5,94	4,89	7,89	7,15	6,25	6,47	6,69	7,14	5,77	5,97

MATH 3P: distribution of written marks



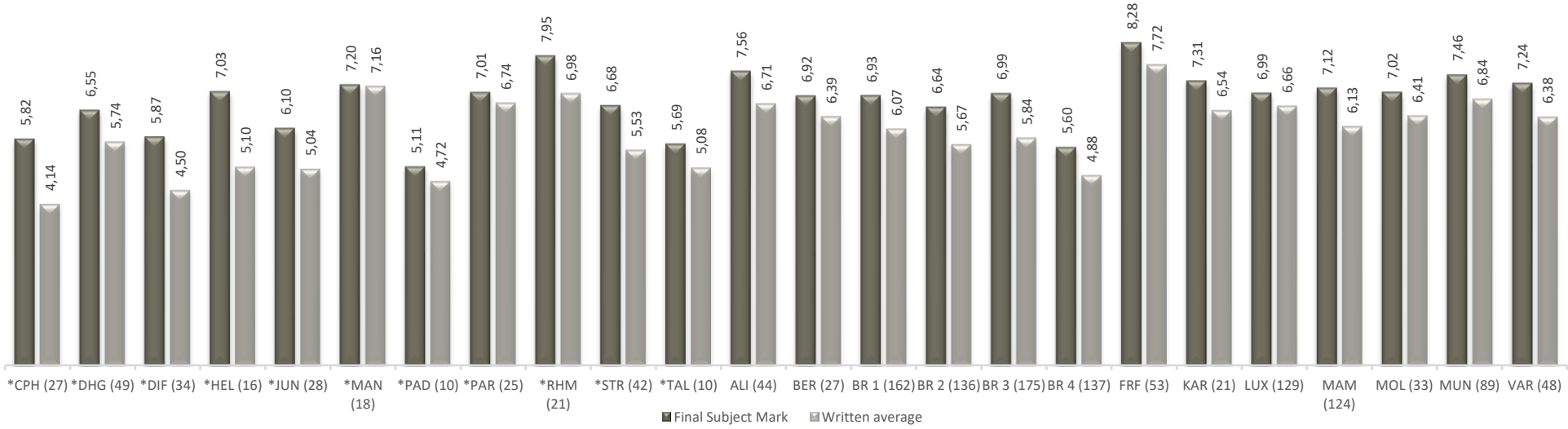
	*BRI (25)	*CPH (32)	*DHG (43)	*DIF (84)	*EDS (30)	*HEL (12)	*HER (14)	*JUN (49)	*MON (20)	*PAR (24)	*RHM (109)	*STR (49)	*TAL (10)	ALI (59)	BER (23)	BR 1 (135)	BR 2 (137)	BR 3 (145)	BR 4 (135)	FRF (64)	KAR (56)	LUX (156)	MAM (107)	MOL (27)	MUN (105)	VAR (72)	Total (1749)
90-100				1		1		1		2	15		1	4	2	10	8	12	5	15	6	13	12	2	25	11	147
80-89,99	1	4	5	3	1	4	4	4		5	22	10		3	9	20	18	27	7	26	13	33	19	4	24	10	282
70-79,99	7	8	8	6	4	2	1	4		3	22	9	3	12	2	28	19	29	15	10	16	21	22	7	20	9	289
60-69,99	11	6	9	11	8			9	2	1	16	10	3	7	4	23	23	20	21	8	5	24	17	4	14	9	269
50-59,99	4	5	9	20	8	1	3	11	1	3	18	5		8	3	26	23	16	26	2	6	24	15	5	6	8	261
0-49,99	2	9	12	43	9	4	6	20	17	10	16	15	3	25	3	28	46	41	61	3	10	41	22	5	16	25	501

4.4.3.5. Mathematics 5P (Success rate: 67.31%)

BAC session	ALI	BER	BR 1	BR 2	BR 3	BR 4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Aver.
2021	6.58	5.70	6.25	6.57	6.84	5.46	7.64	7.47	6.61	6.73	6.54	7.25	5.92	6.44
2022	4.63	5.60	5.74	6.82	6.30	5.57	7.49	6.48	6.71	6.01	5.60	7.30	5.75	6.20
2023	6.67	7.19	6.53	6.18	6.91	6.07	7.21	5.85	6.90	7.27	6.07	7.27	7.07	6.61
2024	5.10	5.85	5.10	5.75	5.97	5.16	6.83	5.96	6.52	5.64	5.29	6.65	6.07	5.73
2025	**6.71**	**6.39**	**6.07**	**5.67**	**5.84**	**4.88**	**7.72**	**6.54**	**6.66**	**6.13**	**6.41**	**6.84**	**6.38**	**5.97**

BAC session	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	Aver.
2021		6.19		4.88			6.19				5.45			6.27	7.27	5.65	4.30		6.44
2022		6.50		5.78			5.04	3.84			5.35		5.38	6.61	7.07	5.44	5.58		6.20
2023		5.87	5.11	7.28	4.71		6.47	3.97			6.34		4.62	7.01	7.14	5.88	7.03		6.61
2024	4.02	6.92	5.38	5.86	3.88		4.94	3.25	5.00		6.42		4.61	6.16	6.68	5.14	5.14		5.73
2025		**4.59**	**4.14**	**5.74**	**4.50**	**4.75**	**5.10**	**4.40**	**5.04**	**4.96**	**7.16**	**3.96**	**4.72**	**6.74**	**6.98**	**5.53**	**5.08**	**6.14**	**5.97**

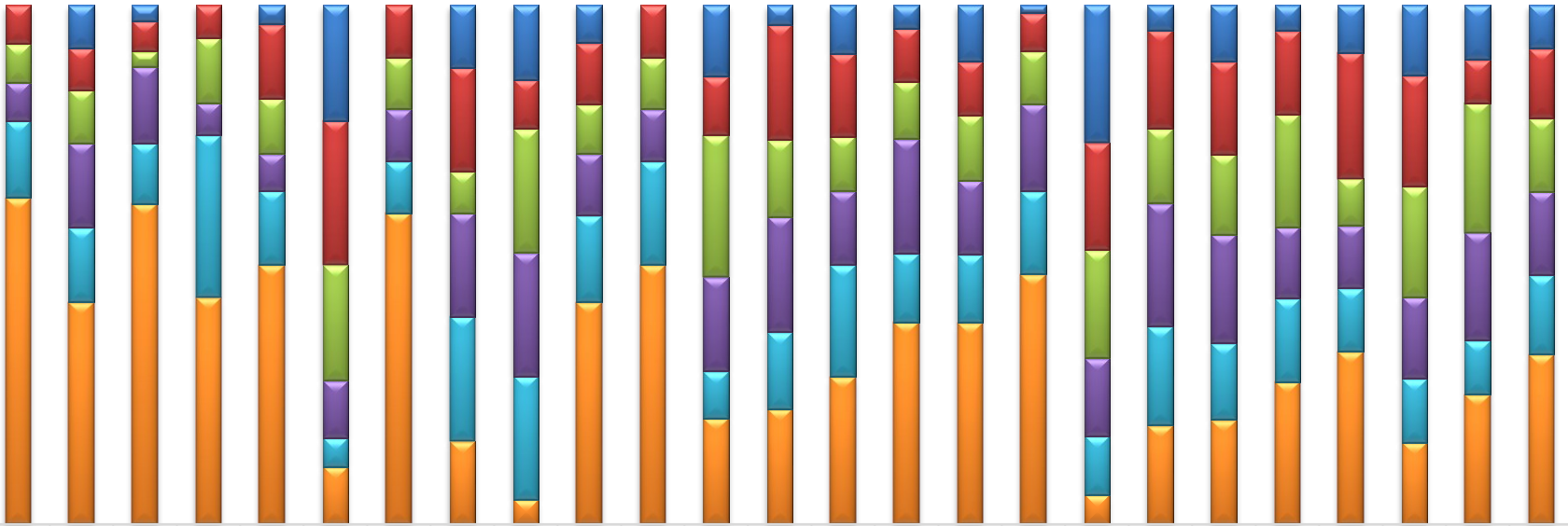
Maths 5P: average final mark vs average written mark



Mathematics 5P: comparison W1 vs W2

	*CPH (27)	*DHG (49)	*DIF (34)	*HEL (16)	*JUN (28)	*MAN (18)	*PAD (10)	*PAR (25)	*RHM (21)	*STR (42)	*TAL (10)	ALI (44)	BER (27)	BR 1 (162)	BR 2 (136)	BR 3 (175)	BR 4 (137)	FRF (53)	KAR (21)	LUX (129)	MAM (124)	MOL (33)	MUN (89)	VAR (48)	Total (1496)
WR 1	4,26	5,86	4,85	6,00	5,27	7,29	4,44	6,85	7,54	6,10	5,12	7,15	6,50	6,37	6,04	6,26	5,03	8,04	6,70	6,79	6,30	6,69	7,08	6,58	6,24
WR 2	4,02	5,60	4,12	4,42	4,81	7,03	5,01	6,62	6,40	5,01	5,04	6,26	6,27	5,78	5,27	5,43	4,72	7,41	6,38	6,52	5,96	6,13	6,61	6,13	5,70

MATH 5P: distribution of written marks

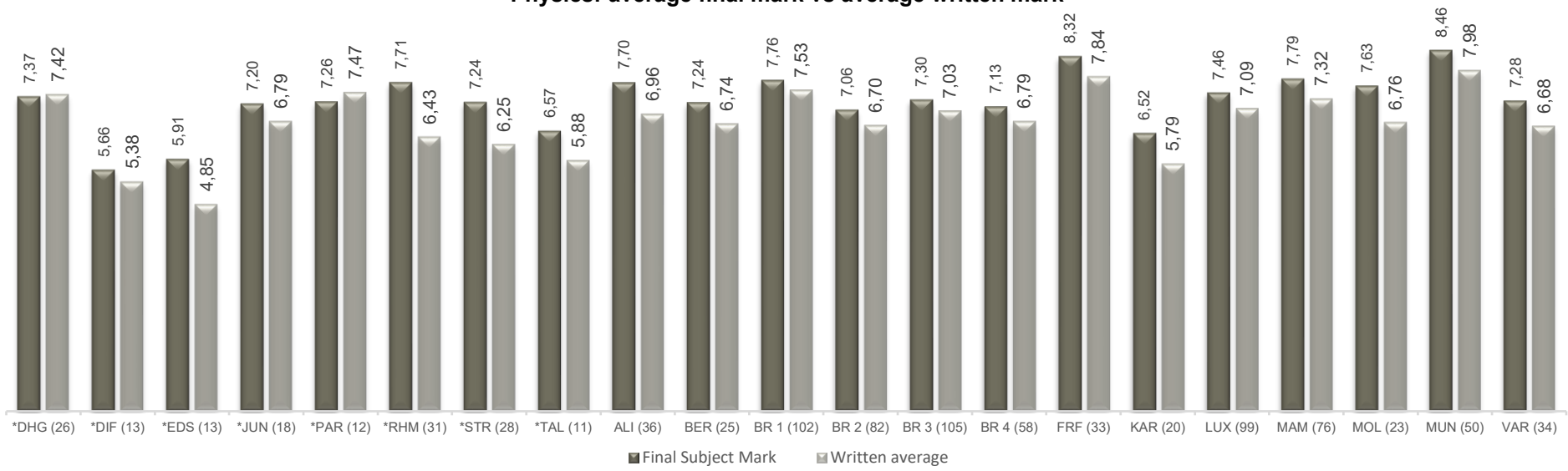


	*CPH (27)	*DHG (49)	*DIF (34)	*HEL (16)	*JUN (28)	*MAN (18)	*PAD (10)	*PAR (25)	*RHM (21)	*STR (42)	*TAL (10)	ALI (44)	BER (27)	BR 1 (162)	BR 2 (136)	BR 3 (175)	BR 4 (137)	FRF (53)	KAR (21)	LUX (129)	MAM (124)	MOL (33)	MUN (89)	VAR (48)	Total (1496)
90-100		4	1		1	4		3	3	3		6	1	15	6	19	2	14	1	14	6	3	12	5	124
80-89,99	2	4	2	1	4	5	1	5	2	5	1	5	6	26	14	18	10	11	4	23	20	8	19	4	202
70-79,99	2	5	1	2	3	4	1	2	5	4	1	12	4	17	15	22	14	11	3	20	27	3	19	12	211
60-69,99	2	8	5	1	2	2	1	5	5	5	1	8	6	23	30	25	23	8	5	27	17	4	14	10	240
50-59,99	4	7	4	5	4	1	1	6	5	7	2	4	4	35	18	23	22	6	4	19	20	4	11	5	230
0-49,99	17	21	21	7	14	2	6	4	1	18	5	9	6	46	53	68	66	3	4	26	34	11	14	12	489

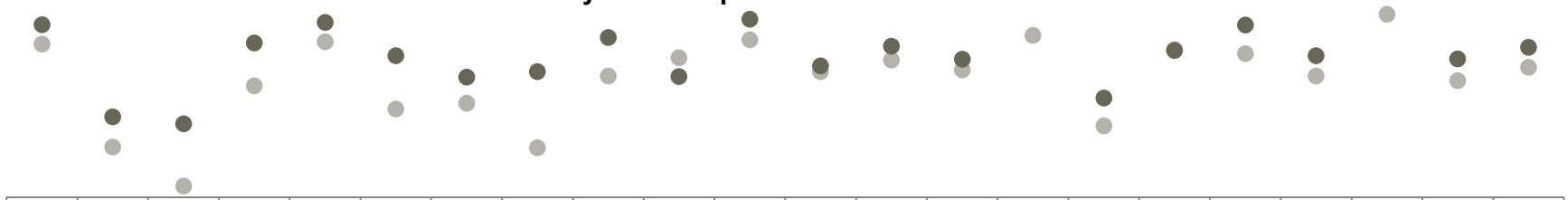
4.4.3.6. Physics (Success rate: 82.48%)

BAC session	ALI	BER	BR 1	BR 2	BR 3	BR 4	FRF	KAR	LUX	MAM	MOL	MUN	VAR	Aver.
2021	6.98	4.82	7.49	7.38	7.46	6.82	7.84	7.85	7.51	7.85	6.41	8.15	7.83	7.35
2022	6.04	6.29	7.61	7.93	7.22	7.35	8.57	6.49	6.92	7.61	6.89	8.25	6.27	7.32
2023	6.75	5.84	6.60	6.85	6.53	6.85	7.61	6.06	6.68	6.97	5.72	7.30	6.67	6.58
2024	5.50	6.13	6.36	6.31	6.03	6.07	7.26	6.77	7.15	6.50	6.28	7.28	7.36	6.31
2025	**6.96**	**6.74**	**7.53**	**6.70**	**7.03**	**6.79**	**7.84**	**5.79**	**7.09**	**7.32**	**6.76**	**7.98**	**6.68**	**6.94**

BAC session	*BAR	*BRI	*CPH	*DHG	*DIF	*EDS	*HEL	*HER	*JUN	*LJB	*MAN	*MON	*PAD	*PAR	*RHM	*STR	*TAL	*WAR	Aver.
2021		9.70		5.68			6.65	3.35			6.79			8.01	6.79	7.30	5.55		7.35
2022		7.97		7.59			8.23	6.44			6.25		6.80	8.13	6.94	6.41	7.64		7.32
2023		4.45	6.29	7.02	4.58		6.94	6.47			6.72		4.47	6.41	6.03	4.99	4.64		6.58
2024	4.20	5.54	6.51	6.69	4.32		4.62	2.39	5.24		6.30		6.15	6.22	5.75	4.86	6.07		6.31
2025		**3.99**	**4.73**	**7.42**	**5.38**	**4.85**	**8.15**	**5.16**	**6.79**	**6.27**	**7.60**	**5.66**	**5.98**	**7.47**	**6.43**	**6.25**	**5.88**	**6.43**	**6.94**

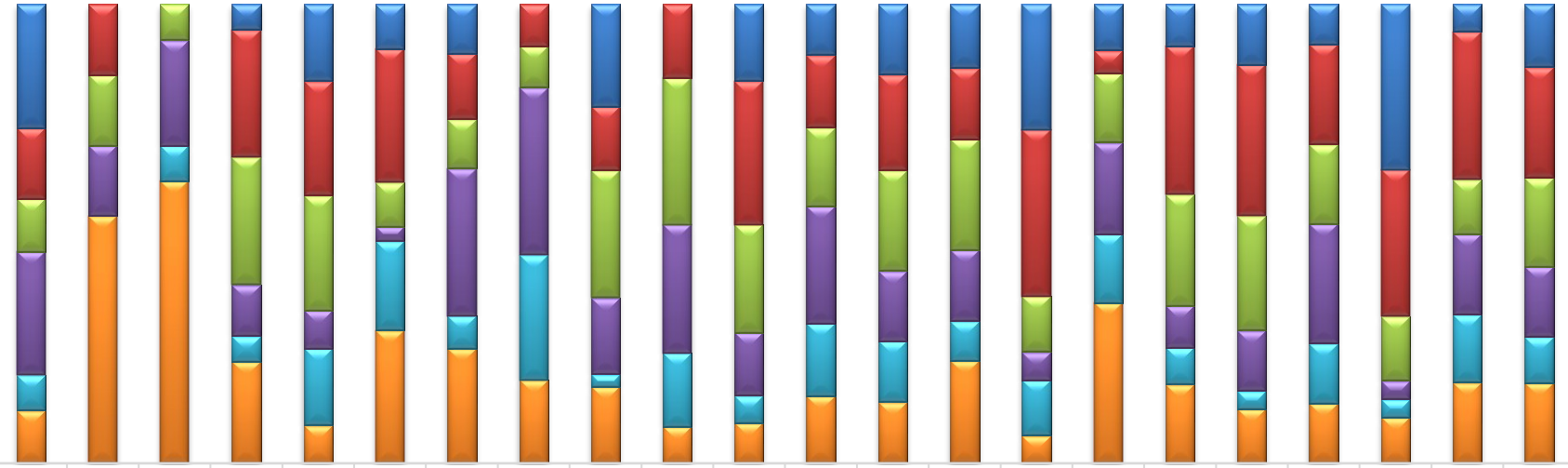


Physics: comparison W1 vs W2



	*DHG (26)	*DIF (13)	*EDS (13)	*JUN (18)	*PAR (12)	*RHM (31)	*STR (28)	*TAL (11)	ALI (36)	BER (25)	BR 1 (102)	BR 2 (82)	BR 3 (105)	BR 4 (58)	FRF (33)	KAR (20)	LUX (99)	MAM (76)	MOL (23)	MUN (50)	VAR (34)	Total (942)
WR 1	7,62	5,69	5,55	7,24	7,67	6,97	6,53	6,64	7,35	6,54	7,74	6,76	7,17	6,90	8,34	6,08	7,08	7,62	6,97	8,13	6,90	7,15
WR 2	7,22	5,06	4,24	6,34	7,26	5,85	5,98	5,04	6,55	6,93	7,31	6,64	6,88	6,68	7,40	5,50	7,10	7,02	6,55	7,84	6,45	6,73

PHYSICS: distribution of written marks



	*DHG (26)	*DIF (13)	*EDS (13)	*JUN (18)	*PAR (12)	*RHM (31)	*STR (28)	*TAL (11)	ALI (36)	BER (25)	BR 1 (102)	BR 2 (82)	BR 3 (105)	BR 4 (58)	FRF (33)	KAR (20)	LUX (99)	MAM (76)	MOL (23)	MUN (50)	VAR (34)	Total (942)
90-100	7			1	2	3	3		8		17	9	16	8	9	2	9	10	2	18	2	129
80-89,99	4	2		5	3	9	4	1	5	4	32	13	22	9	12	1	32	25	5	16	11	227
70-79,99	3	2	1	5	3	3	3	1	10	8	24	14	23	14	4	3	24	19	4	7	4	182
60-69,99	7	2	3	2	1	1	9	4	6	7	14	21	16	9	2	4	9	10	6	2	6	144
50-59,99	2		1	1	2	6	2	3	1	4	6	13	14	5	4	3	8	3	3	2	5	95
0-49,99	3	7	8	4	1	9	7	2	6	2	9	12	14	13	2	7	17	9	3	5	6	165

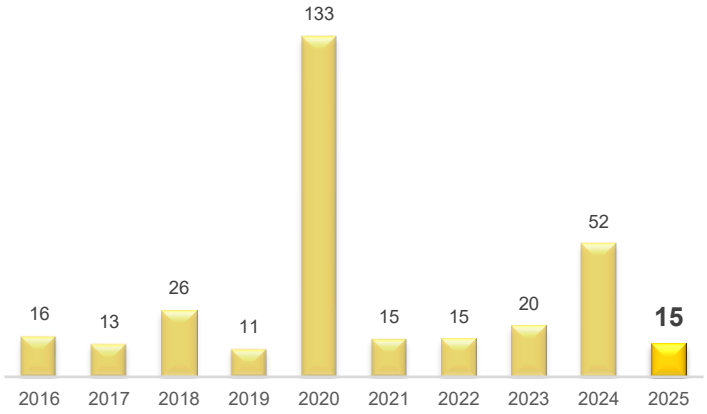
COMPLAINTS AND APPEALS

5. Complaints and Appeals

In accordance with Article 12 of the Arrangements for implementing the Regulations for the European Baccalaureate. an administrative appeal may be lodged with the Chairperson of the Baccalaureate Examining Board. The appeal may only concern a procedural irregularity.

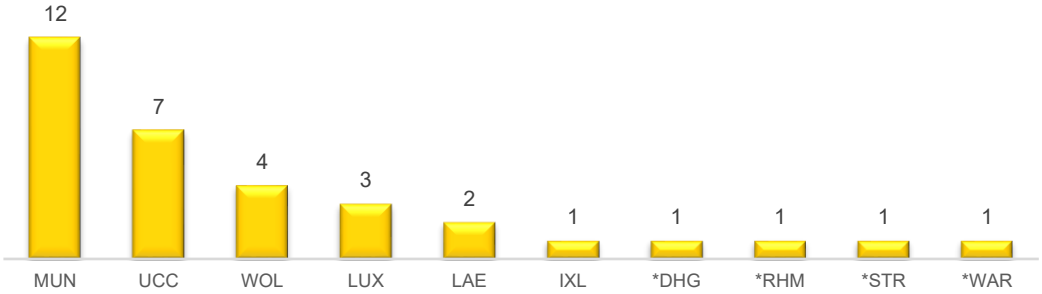
The table on the right shows the number of appeals lodged over the past five years.

Under Article 12.2 of the same Arrangements it is stated that: *"A complaint or an appeal may only concern a procedural irregularity. A procedural irregularity occurs in the event of non-compliance with the provisions concerning the European Baccalaureate adopted by the Board of Governors and the Board of Inspectors (Secondary)."*



- **Description of the administrative appeals lodged in the first semester of the 2024-2025 school year.**

Appeals before the 2025 BACC session by school (33)



Session	#	Invoked reason	Decision
Before the June 2025 session	1	MATHEMATICS 5P and organization of the session	reject
	2	MATHEMATICS 5P correction, final mark miscalculated	admit
	3	PHILOSOPHY 2P revision of the mark, "wrong" correction criteria	not sent
	4	PHILOSOPHY 2P revision of the mark, "wrong" correction criteria	not sent
	5	BIOLOGY 4P FR correction of the script, final mark miscalculated	admit
	6	BIOLOGY 4P DE correction of the script, final mark miscalculated	admit
	7	L2 EN correction of the script	reject
	8	GEOGRAPHY correction of the script, final mark miscalculated	admit
	9	MATHEMATICS 5P correction of the script, final mark miscalculated	admit
	10	ECONOMICS correction of the script, final mark miscalculated	admit
	11	L2 FR and PHYSICS correction of the scripts, final mark miscalculated	admit

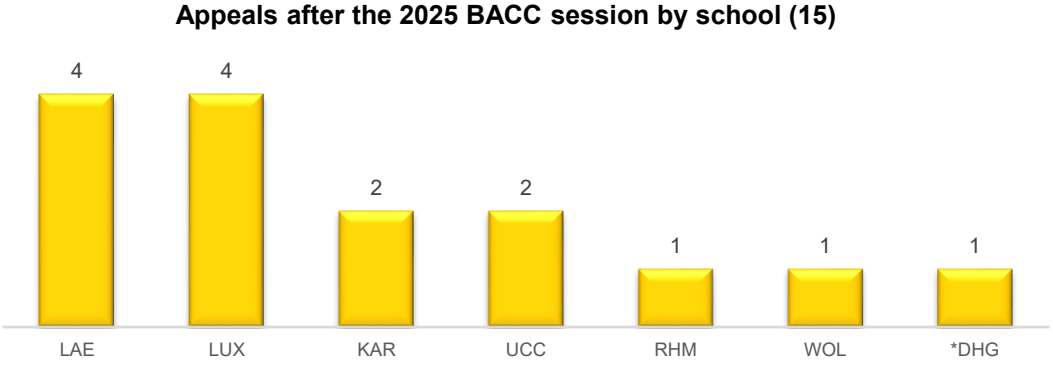
Session	#	Invoked reason	Decision
		L2 FR and PHYSICS correction of the scripts, final mark miscalculated	
Before the June 2025 session	12	GEOGRAPHY A-mark, final mark miscalculated	admit
	13	GEOGRAPHY correction of the script, final mark miscalculated	admit
	14	GEOGRAPHY correction of the script, final mark miscalculated PHYSICAL EDUCATION correction of B mark, final mark miscalculated	admit
	15	GEOGRAPHY correction of the script, final mark miscalculated	admit
	16	L1 EN, final mark miscalculated	admit
	17	HISTORY correction of the script, final mark miscalculated	admit
	18	HISTORY correction of the script, final mark miscalculated	admit
	19	MATHEMATICS 5P EN	collective
	20	L2 DE, final mark miscalculated	admit
	21	HISTORY, final mark miscalculated	admit
	22	PHILOSOPHY 2 B-mark, final mark miscalculated	admit
	23	PHILOSOPHY 2, final mark miscalculated	admit
	24	MATHEMATICS 5P, final mark miscalculated	admit
	25	MATHEMATICS 5P, final mark miscalculated	admit
	26	BIOLOGY 2, final mark miscalculated MATHEMATICS ADVANCED, final mark miscalculated	admit
	27	BIOLOGY 2, final mark miscalculated	admit
	28	BIOLOGY 2, final mark miscalculated	admit
	29	BIOLOGY 2, final mark miscalculated	admit
	30	BIOLOGY 2, final mark miscalculated	admit
	31	BIOLOGY 2, final mark miscalculated	admit
	32	ECONOMICS: script not fully scanned, final mark miscalculated	admit
	33	PHYSICS script not fully scanned	admit

Contentious appeals

Cases 3 and 4 decided to lodge a contentious appeal.

Both appeals were deemed unfounded and thus rejected by the Complaints Board.

- **Description of the administrative appeals lodged in reference to the 2025 European Baccalaureate session.**



Session	#	Invoked reason	Decision
After the June 2025 session	1	ECONOMICS - marks and commentaries challenged	reject
	2	ECONOMICS - third correction	admit
	3	ART - marks challenged for disagreement with the assessment of the examiners	reject
	4	MATHEMATICS 5 - request to remove a question to get more marks	reject
	5	ECONOMICS, L2 EN written and GEO oral: marks and commentaries challenged	reject
	6	MATHEMATICS 5 - revision of correction requested, for disagreement with the assessment of the examiners	reject
	7	Pupil failed, request of revision of the whole personal file	reject
	8	Pupil failed, request to consider personal issues to re-sit a few examinations	reject
	9	MATHEMATICS 5P, request to remove a question which would not be taught in class	reject
	10	PHYSICS: revision of mark, for disagreement with the assessment of the examiners	reject
	11	ECONOMICS: revision of marks requested, for disagreement with the assessment of the examiners	reject
	12	MATHEMATICS 5 - revision of mark (failing mark) requested to access university of their choice	reject
	13	LANGUAGE 2 FR: Self re-correction of the L2 FR script	reject
	14	LANGUAGE 1 PT: Self re-correction of L1 PT script	reject
	15	LANGUAGE 2 EN: disagreement with the assessment of the examiners	reject

- **Contentious appeals**

  Appeal 7 and 12 were raised before the Complaints Board.

  Appeal 7 was rejected by the Complaints Board (référé). Withdrawn afterwards.

  Appeal 12 was rejected by the Complaints Board.

6 RECENT AND FUTURE PROJECTS OF THE EUROPEAN BACCALAUREATE UNIT

6. Recent and Future Projects of the European Baccalaureate Unit

This chapter presents the strategic development initiatives that complement and enhance the core functions of the European Baccalaureate system detailed throughout this report. The projects described here – ranging from completed implementations to pilot programs and future planning – show the system's commitment to continuous improvement. These initiatives directly support the quality assurance mechanisms analysed in previous chapters, contributing to the reliability, efficiency, and accessibility of the European Baccalaureate while maintaining the rigorous standards that define its international recognition.

The European Baccalaureate Unit's development work encompasses three categories: successfully implemented innovations that have already enhanced system performance (such as the comprehensive adoption of online correction platforms), pilot projects that test new approaches to assessment delivery (including the expansion of digital marking to Pre-Baccalaureate examinations), and strategic initiatives planned for future implementation that promise to further strengthen the system's capacity to serve its diverse stakeholder communities. These innovation efforts reflect the same evidence-based approach to educational improvement that characterizes the European Baccalaureate's assessment philosophy.

6.1. Interactive Graphs and Digitalization of the Annex of the Baccalaureate

Executed

Since 2017, the European Baccalaureate Unit has made publicly available a large amount of interactive data corresponding to the results of the different sessions of the European Baccalaureate. These can be consulted/built in many ways thanks to all the options/filters that these graphics dispose. From this session onwards, all of them have been collected and published in a single report to make their use even easier.

In addition, and since 2002, an Excel document called ‘Annex to the Report of the BAC’ has been compiled and prepared, containing a great amount of static information with data and averages on the BAC sessions. Due to the length of this document. its readability was becoming increasingly complex.

Therefore, from last year, both the interactive graphs and the e-Annex will be made available through the following link or QR code:

https://bit.ly/bacdata25 (Graphs updated with the 2025 data)	

6.2. Long PreBac Online Corrections

This school year 2024-2025, and for the first time, all 31 schools offering the European Baccalaureate and forming the European Schools' system used the online correction platform Viatique for the corrections of all Long Pre-Baccalaureate examinations.

During the preceding school year 2023-2024, 18 (out of 27) schools, out of which only 5 Accredited European Schools, offering the European Baccalaureate, used Viatique for the corrections of the Long Pre-Baccalaureate examinations.

While this procedural change and harmonization of the correction processes involved in the Long Pre-Baccalaureate examination session offer many advantages to both the schools and the European Baccalaureate Unit, it also posed challenges and added an additional layer of workload in terms of preparation, organization and roll-out for all persons involved.

To support the Schools during the Long Pre-Baccalaureate examination session, the European Baccalaureate Unit did not only provide first-level assistance to all schools and remained highly responsive during all those days, but also organized 12 one-day training sessions with the provider on the administrative tasks involved in the roll-out of the Long Pre-Baccalaureate examination session on Viatique, for all interested schools. These training sessions provided the schools with the fundamental knowledge on the administrative roles they would take care of on Viatique. Furthermore, it enabled the schools to exchange with colleagues from other schools.

6.3. Short PreBac Online Corrections

After using the online correction platform already for some years for the Long PreBAC exams, the European Baccalaureate Unit was approached by one school willing to run a pilot project also for the short PreBAC exams. The pilot project was implemented with one school during the 2023 PreBAC session.

However, and although some schools showed their interest to continue, this interesting project was no longer possible to extend it to more schools due to the limited human resources at the European Baccalaureate Unit. Also, this falls in parallel and coinciding with many other tasks at that time of the year, increasing enormously the workload.

Therefore, unfortunately, this project must stay on hold unless there are more resources to carry it on in future.

6.4. New Accredited European Schools

This school year, four new Accredited European Schools offered the European Baccalaureate examinations for the first time:

- *__EDS__ – Ecole International Edward Steichen-Clervaux, Luxembourg;
- *__LJB__ – European School of Ljubljana, Slovenia;
- *__MON__ – Ecole International de Mondorf-les-Bains, Luxembourg;
- *__WAR__ – International European School Warsaw, Poland.

For the following school year 2025-2026 one additional Accredited European School will be offering the European Baccalaureate: ***LIL** – Ecole européenne Lille Métropole Jacques Delors.

6.5. ESTER - European Schools' Terminology Database

Pilot | Plan | Control | Organization | Execution

The terminology database ESTER (European Schools' Terminology) is a unique, centralised and easily accessible tool for terminological research aimed at reinforcing the identity of the European Schools' and fostering of the terminological consistency in translations provided by the Office of the Secretary-General.

This terminology database encompasses the three vehicular languages of the European Schools' system. i.e., English, French and German, and covers a multitude off subject fields ranging from pedagogy to administration in the context of the European Schools' system.

The European Schools' terminology database ESTER can be accessed via the following link: **https://ester.eursc.eu/**

ESTER
European Schools' Terminology Database

6.6. EDC: Electronic Digital Certificates

Identification | Analysis | Pilot | Plan | Control | Organization | Execution

Currently, certificates issued by the European schools system are given to pupils on paper and are unique. In case of loss, a duplicate can be requested.

The European Baccalaureate Unit would like to be able to implement a digital electronic certificate for the two certificates that are issued today. Firstly. the "Junior Laureate Certificate" when pupils successfully complete s5 and the "European Baccalaureate diploma" when pupils pass their BAC examinations at the end of their s7.

So far, several meetings have been held with the European Digital Electronic Certificate (EDC) agency of the European Commission. but limited time and resources have made further analysis and implementation impossible so far.

6.7. Towards the Digitalization and Assessment of the EB Written Exams

Analysis | Pilot | Plan | Control | Organization | Execution

The introduction of the online marking of the European Baccalaureate examinations since 2017 can be considered a complete success for the European Schools system. Building on this foundation, the European Baccalaureate Unit is now exploring comprehensive digital transformation that would fundamentally restructure the entire examination lifecycle – from initial development and administration through marking and long-term archival. This integrated approach has the potential to enhance quality assurance mechanisms while streamlining operational processes across the network.

The undertaking of such a comprehensive solution requires systematic investigation of theoretical developments, possibilities, and existing platforms that could be adapted to meet the unique requirements of the European Schools system. This preliminary research phase must evaluate technological capabilities, integration possibilities, and scalability options before proceeding to implementation planning.

The scope of this digital transformation extends beyond current online marking capabilities to encompass examination paper development, secure digital distribution, enhanced assessment tools, and comprehensive data analytics. Such advancement would enable real-time monitoring of assessment processes, automated quality checks, and sophisticated reporting mechanisms that support evidence-based decision-making across the network.

However, any proposed changes will require approval from the relevant pedagogical governance bodies and must be developed within existing budgetary constraints. The planning process will need to balance ambitious technological advancement with practical considerations of resource allocation and system-wide implementation feasibility. Additionally, the transition must ensure continuity of service and maintain the rigorous quality standards that characterize the European Baccalaureate, meanwhile accommodating the diverse technological infrastructure across all participating schools.

6.8. Towards Online and Recorded Oral Examinations

This project is closely linked to the digitalization initiative mentioned above. However, it could be implemented more rapidly since oral examinations are already conducted online in certain circumstances.

A dedicated platform with enhanced features would provide several advantages: the ability to record examinations for quality assurance review, maintain archived recordings for appeals processes, and potentially enable third assessments when significant marking discrepancies occur between examiners.

Such a platform could also reduce the substantial annual costs associated with external examiner travel to different schools and eliminate the logistical challenges of coordinating examiner movement between multiple examination centres.

6.9. Change of Printing Process of the European Baccalaureate Papers

Currently, the Baccalaureate examinations are printed by an external supplier, following all particularities and instructions given by the European Baccalaureate Unit.

After being printed, they are sent to the Office of the Secretary-General to be manually classified and prepared in envelopes and boxes by the members of the European Baccalaureate Unit before being sent to the different European schools throughout the European Union.

Due to the growing number of candidates and schools, the process is becoming increasingly cumbersome, so the European Baccalaureate Unit is looking for providers who could organize the packing and sending together with printing.

6.10. Pool of Oral Questions (L1- DA, L1- PL and L2- EN)

S7 teachers whose pupils are registered for oral examinations face the annual task of preparing comprehensive question sets for each subject – a time-intensive process that requires significant preparation each academic year.

To address this workload and enhance quality assurance, the European Baccalaureate Unit developed a centralized question pool system. This approach eliminates the need for individual teachers to create oral examination questions while ensuring better harmonization of assessment standards and consistent quality implementation across all schools in the network.

The initiative began with four subjects: L1 Danish, L1 Polish, L2 English, and Biology. During previous Baccalaureate session (2024), oral questions for L1 Danish and L1 Polish were successfully drawn from the centralized pool for the first time. This year, the system was extended to L2 English, which represents the most popular oral examination subject across the network.

Following the completion of this session, the European Baccalaureate Unit will conduct a comprehensive evaluation to assess the effectiveness of the pool system and determine its potential extension to additional subjects.

The European Baccalaureate Unit manages the distribution process, providing each school with customized question packages containing randomly selected questions in number tailored to the class size.

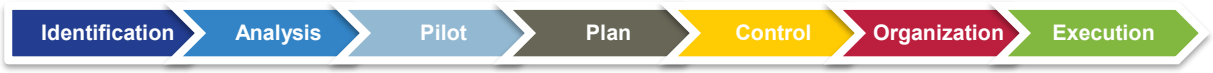
6.11. Replacement of the School Management System

SMS and MySchool are the school management systems used by the European Schools system. The ICT Unit is thinking/searching/updating the existing platform with the sole objective of significantly improve the current tool with all the needed measures for the Bac.

Therefore, the European Baccalaureate Unit is involved in the identification, management, improvement, and testing of all the particularities linked to the European Baccalaureate module.

This year, the European Baccalaureate Unit participated along with an external consulting company in a deep analysis and study regarding all the existing possibilities for implementing a new solution (BAC module). This process is still ongoing, and, due to lack of human resources, it will need of additional time to become real with a new optimal and improved IT solution with all the desired and robust features.

6.12. Improvement of ICT Tools to Provide Better Reports: Business Intelligence and a Replacement of Business Objects



Some of the tools currently used to connect to the database of the European schools are becoming obsolete and therefore the ICT Unit is looking for alternatives to be able to carry out a change of tool with more potential and substantial improvements.

The European Baccalaureate Unit will be involved in the process of identifying and verifying the correct behaviour of the European Baccalaureate data.

7 THE EUROPEAN BACCALAUREATE AS A PROJECTION OF EDUCATIONAL QUALITY AND SYSTEM PERFORMANCE

7. The European Baccalaureate as a Projection of Educational Quality and System Performance

7.1. The European Baccalaureate – a High-Stakes Assessment System

Due to their profound influence on pupils' life trajectories, university access, and educational system accountability, high-stakes examinations require the most sophisticated and rigorously designed assessment methodologies in contemporary education systems worldwide. The nature of these examinations – where results determine university admission, career pathways, and institutional funding – necessitates exceptional attention to validity, reliability, and fairness in their design and implementation. The examination design must be rigorous and well-researched to ensure these powerful assessments actually measure pupils learning accurately and fairly.

From the Spanish Bachillerato to the German Abitur, the French Baccalauréat, and the Polish Matura exams, terminal examinations continue to serve as the primary gateway to higher education despite ongoing debates about their validity, reliability, and educational impact. These examination systems must continuously evolve their methodologies to address concerns about authenticity, equity, pupil wellbeing, and pedagogical effectiveness while maintaining the objectivity and comparability that make them valuable for selection and certification purposes.

The European Baccalaureate occupies a unique position within this international landscape, representing a transnational certification that embodies the educational aspirations of European integration, maintaining rigorous academic standards comparable to other leading international assessment systems. Given its role in certifying competencies across multiple educational systems, languages, and cultural contexts, the EB faces even greater methodological challenges than national examinations, requiring sophisticated approaches to ensure cultural fairness, linguistic equity, and educational validity across diverse European contexts.

The European Baccalaureate Diploma is awarded to successful candidates by the Secretary-General of the European Schools on behalf of the Board of Governors. It certifies the completion of secondary studies in a European School or in a school Accredited by the Board of Governors. It is officially recognised as an entry qualification for Higher Education in all the countries of the European Union, as well as in several others. This recognition places the EB in direct comparison with other internationally recognised qualifications, where the academic level of such examinations is comparable to the International Baccalaureate, the GCE Advanced Level and the Advanced Placement tests.

7.2. Curriculum Improvement

The European Baccalaureate examination serves as a powerful catalyst for continuous improvement in teaching and learning practices throughout the system. The examination results provide detailed feedback that enables teachers and curriculum developers to identify areas where instructional approaches may need refinement or enhancement.

The analysis of examination performance across different competency areas uncovers trends that guide curricular design decisions. To illustrate, the University Observation of the Biology examination paper determined that the examination was appropriate for its designated function, encompassing an extensive spectrum of subject matter and competencies as outlined in the prescribed curriculum. Several modifications and explanatory additions to the assessment rubric were recommended within the evaluation document, representing elements of a continuous refinement cycle that ensures curricular content maintains its relevance and pedagogical effectiveness.

The examination process itself drives innovation in assessment methodologies and practices, enhancing their efficiency and validity. In particular, the effective integration of formative and summative assessment ensures that assessment serves multiple educational purposes simultaneously. While providing summative certification for pupils, the examination process also generates formative feedback that supports ongoing curriculum improvement and teacher development. The systematic collection and analysis of performance data enable evidence-based decision-making about educational policies and practices.

The European Baccalaureate Unit has planned several digitalization projects that would transform how examinations are developed, administered, corrected, and archived, potentially enhancing the quality assurance of the EB examinations. The commitment to continuous improvement in teaching, learning and assessment reflects broader educational trends toward more sophisticated and authentic evaluation methods, with the EB continuously evolving its assessment approaches to maintain international standards.

7.3. A Lens for Education System Quality and Commitment

Beyond its certification function, the European Baccalaureate examination serves multiple critical functions, most notably as a comprehensive diagnostic tool that reveals multiple dimensions of educational quality within the European Schools system. In this context, the EB functions as both a certification mechanism for individual pupils and a systematic quality assurance instrument for the entire European Schools network. Educational assessment plays a vital role in the quality of pupil learning experiences, teacher instructional activities, and evaluation of curriculum, school quality, and system performance. Assessments act as a lever for both formative improvement of teaching and learning and summative accountability evaluation.

The examination process inherently demonstrates the effectiveness of teaching practices across the system. For the European Baccalaureate session of 2025, around 170 experts were involved in the elaboration of around 288 different examination papers. Each examination paper was accompanied by suggested answers, assessment criteria, marking instructions, and marking grid. This extensive preparation and standardisation process ensures that the examination reflects individual pupil achievement and the collective quality of instruction they have received.

The examination results provide empirical evidence of educational effectiveness across different dimensions through comprehensive quality assurance procedures that include rotation of inspectors between schools and examination sessions. The presence of the inspectors during the examinations is a central aspect of the quality assurance framework of the European Baccalaureate. This systematic monitoring ensures that the assessment process itself becomes a powerful mechanism for continuously evaluating and enhancing educational quality across the network.

(More information can be found in Chapter 3.4 Quality Assurance of the European Baccalaureate session.)

7.4. Revealing Teacher Quality and Teaching Effectiveness

The European Baccalaureate examination is an indirect but powerful indicator of teaching quality throughout the system. Teachers' perceptions of their pupils' academic abilities have been shown to have a direct effect on their expectations for their pupils, and teachers' expectations are regularly conveyed by their instructional behaviours. Thus, teachers' expectations of pupil performance may affect the instruction they provide and, in turn, predict pupils' academic achievement. The EB results provide valuable feedback that can enhance teachers' understanding of their pupils' capabilities and inform instructional improvements.

The examination process reveals teaching effectiveness through multiple indicators. Pupils' performance patterns across different subjects, schools, and language sections provide insights into instructional quality variations. Girls score a higher final mark than the general average, with notable performance gaps between boys and girls across different subject areas. Another example concerns performance variations across language sections, where average final marks ranged between 74.67 and 88.05, with some sections showing substantially different outcomes despite similar educational frameworks. Additionally, students without a language section (SWALS) achieved an average final mark of 80.39, outperforming the general average of 77.76, and demonstrated consistently higher performance in most linguistic levels compared to other pupils. Additionally, school-specific variations were notable, with average final marks ranging between 65,81 and 84,42 across different institutions, and candidates with special arrangements (12,02% of the total) showed distinct performance patterns that require tailored assessment approaches. Although these comparative results cannot be considered statistically significant in the strictest methodological sense due to varying sample sizes and contextual factors across groups, these patterns suggest that pedagogical approaches may need differentiation to address diverse learning needs effectively.

Building on the quality assurance framework detailed in Section 7.3, and while recognizing the methodological constraints in direct statistical comparisons, the standardized nature of the examination across all European Schools enables meaningful pattern identification that can inform best practices in teaching and reveal areas requiring pedagogical enhancement. The systematic analysis of EB examination results, when combined with quality assurance data, school-specific performance patterns, syllabus attainment descriptors, and demographic variables, provides a comprehensive framework for continuous improvement of instructional practices.

External validation processes strengthen this analytical framework through annual auditing by independent experts with experience in assessment methodology, who validate the examination's technical quality while providing detailed feedback on how assessment design can better support effective teaching and learning. University observations consistently generate specific recommendations for both examination content and marking schemes, which are systematically incorporated into subsequent versions. For example, external audits of Biology, Chemistry, and Mathematics papers in 2025 resulted in targeted amendments that enhanced both assessment validity and alignment with pedagogical objectives.

This data-driven approach ensures that the EB serves as a summative assessment tool, but also as a catalyst for ongoing educational excellence and evidence-based teaching improvement throughout the European Schools network.

7.5. Strategic Resource Allocation and Educational Investment

The examination results provide valuable insights into the adequacy and effectiveness of educational resources across the European Schools system. The availability of resources, from physical infrastructure to technological support and learning materials, significantly impacts pupil outcomes, and the EB serves as a comprehensive measure of how effectively these resources translate into pupil achievement.

Assessment Infrastructure as a Resource Indicator

The introduction of the online marking of the European Baccalaureate exams in 2017 to this day can be considered a complete success for the European Schools system. This technological advancement demonstrates how resource investments in assessment infrastructure can enhance both efficiency and quality. The digital marking platform has positively changed the assessment process through multiple key features: scanning of examination scripts with automatic recognition and assignment to correctors, anonymization systems to ensure fairness, comprehensive assessment criteria integration, and secure archives accessible from anywhere.

The platform's advanced capabilities reveal the system's commitment to leveraging technology for quality assurance. As an example, the online tools allow the same script to be corrected by two correctors (teacher and external corrector), with a third corrector involved if there is a mark difference of over 2 points. This multi-layered correction system, supported by robust technological infrastructure, ensures both reliability and fairness in assessment. The platform also enables monitoring and validation of the correction process, providing immediate access to statistics on performance and facilitating professional development for correctors through online tutorials.

The examination process reveals how strategic investments in assessment infrastructure contribute to system-wide quality improvement. Current initiatives toward comprehensive examination digitisation represent forward-thinking resource allocation that promises to enhance development, administration, correction, and archival processes while potentially improving overall quality assurance.

However, the systematic analysis of performance variations, with average final marks ranging between 65.81 and 84.42 across all participating schools (European Schools specifically ranging from 74.53 to 84.,42), suggests that resource distribution may not be entirely uniform across the network. Comparative performance analysis across the network can identify schools that may require additional support or resource allocation to maintain system-wide quality standards. For example, the variation in performance across language sections (ranging from 74.67 to 88.05) could denote a correlation with the cohort size, differential access to specialized language learning resources, availability of qualified native-speaking teachers, or adequacy of preparation materials within specific linguistic contexts.

Human Resource Development and Professional Capacity

The European Baccalaureate system demonstrates significant investment in human resources for quality assurance. For the 2025 session, around 170 experts were involved in the elaboration of around 288 different examination papers (177 main papers and 111 reserve

papers), representing a substantial commitment to ensuring assessment quality. The investment in expert human resources is complemented by systematic external auditing processes, where independent experts with experience in the field of assessment validate examination papers and provide detailed feedback.

The comprehensive nature of resource allocation extends to ongoing professional development and capacity building. The platform provides corrector training through web-based tools that require no software installation, with assistance provided at any moment by the European Baccalaureate Unit. This demonstrates how technological resources can enhance human capacity across the entire network, ensuring that educators have access to current tools and methodologies regardless of their geographic location.

The system's approach to professional development reflects a commitment to building sustainable capacity that benefits both the European Schools network and broader educational communities. Teachers' involvement in assessment processes provides valuable experience with international best practices that they can apply both within the European Schools system and in their national education systems following their secondments.

Future-Oriented Strategic Planning

The European Baccalaureate Unit's forward-looking approach to resource development is evidenced through several innovative projects. The digitalization of written examinations represents a comprehensive solution that would change the way examinations are developed, taken, corrected, and archived, potentially having a positive impact on the quality assurance of the European Baccalaureate exams. Similarly, the development of online and recorded oral examinations could save the high annual cost of external examiners travelling to different schools while improving assessment quality through features like exam recording for revision and appeals processes.

The automation of the printing process of European Baccalaureate papers is part of the system's commitment to efficiency and error reduction. Currently, examinations are manually classified and prepared in envelopes and boxes by the European Baccalaureate Unit members before distribution across the European Union. The proposed automation would make this process more professional, save time, and avoid possible human error.

These strategic investments reflect a comprehensive understanding of how resource optimization can enhance quality, efficiency, and accessibility across the European Schools network.

7.6. Serving Diverse Stakeholder Communities

The European Baccalaureate represents far more than an academic credential for pupils; it serves as the primary gateway to higher education opportunities across Europe and beyond. European Baccalaureate Diploma holders enjoy the same rights and benefits as other holders of Secondary School-leaving certificates in EU Member States, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of tertiary education in the European Union.

The examination's significance extends beyond mere university access. The European Baccalaureate cycle consists of a comprehensive multilingual curriculum. Pupils must always

follow a combination of languages, humanities and scientific subjects with subjects taught through more than one language. This multilingual and interdisciplinary approach prepares pupils for an increasingly globalised world, providing them with competencies that extend beyond traditional subject knowledge.

For pupils, the examination also serves important formative functions during their preparation. The idea of formative evaluation was quickly adapted into education as a way of describing assessments that teachers used within classrooms to identify which children needed to be taught what material next. The comprehensive nature of the EB preparation process helps pupils develop metacognitive skills and deep learning approaches that serve them well beyond their secondary education.

Parents view the European Baccalaureate as a validation of their children's educational investment and the quality of education provided by European Schools. The examination provides transparent, standardised evidence of pupil achievement that parents can understand and trust. The international recognition of the qualification provides parents with confidence that their children's education will be valued globally. The European Baccalaureate maintains academic standards comparable to other internationally recognized qualifications, including the International Baccalaureate, the GCE Advanced Level (in the Commonwealth), and the Advanced Placement tests (in the US). It is an equivalency that validates parents' trust in the educational pathway within the European Schools system and supports long-term benefits for their children.

Additionally, the reporting associated with the examination provides parents with detailed feedback about their children's strengths and areas for development across multiple competency areas. This transparency enhances parental understanding of their children's educational progress and supports informed decision-making about future educational pathways.

School management teams utilise European Baccalaureate results as key performance indicators for institutional effectiveness and strategic planning. The examination data provides evidence-based insights that support decision-making about resource allocation, staff development, and curriculum improvements. Assessment will continue to play an important role in the future to ensure that the decisions we make and the actions we take are sustainable and fair and can help assess pupil learning outcomes and the quality of education.

The comparative nature of the results across the European Schools network enables school management to benchmark their performance against similar institutions and identify areas for improvement. Schools (ES & AES) may receive an Incidental Visit, with every year a maximum of 4 schools (ES & AES) receiving such visits. The visited schools will be decided by the BIS during the meeting in February. This systematic oversight helps school management maintain and improve educational quality.

The examination also serves accountability functions that help maintain system-wide quality standards. Every examination centre must have an inspector assigned as vice-person for the entire BAC session. There may be several inspectors assigned to the same examination centre, depending on the number of candidates. This oversight ensures that teaching standards remain consistently high across the network.

The European Baccalaureate examination serves multiple important functions for teachers within the system. It provides objective feedback about instructional effectiveness and pupil learning outcomes that can inform professional development and pedagogical improvement.

Furthermore, participation in the examination process provides teachers with valuable professional development opportunities. Involvement in examination preparation, marking, and moderation processes exposes teachers to best practices and current assessment methodologies, contributing to their ongoing professional growth which they can use both for the benefit of their pupils in the European Schools System and in their home country upon returning after the secondment is over.

7.7. Schools

For the European Schools system, the European Baccalaureate examination is a quality indicator, revealing performance variations across the 31 participating schools that reflect diverse educational contexts and institutional characteristics. These differences provide valuable insights for institutional self-evaluation, enabling school leadership teams to identify areas of strength and opportunities for improvement within their specific educational contexts. European Baccalaureate results can be utilised as key performance indicators for institutional effectiveness and strategic planning. While accounting for contextual factors such as pupil demographics, language section composition, and institutional resources, the examination data provides evidence-based insights that support decision-making about staff development and curriculum improvements.

Schools demonstrate remarkable adaptability in accommodating diverse pupil needs. The 2025 session saw 390 candidates (12.02% of the total) granted special arrangements, with schools successfully implementing individualized accommodations ranging from extended time and separate rooms to specialized paper formats and technological assistance – supported by systematic methodological coordination of the European Baccalaureate Unit. The successful accommodation of these diverse needs reflects institutional flexibility, and commitment to inclusive education and evidence-based practice in assessment design.

The European Schools network functions as a collaborative learning community where institutional experiences and best practices are systematically shared to enhance overall system performance. Participation in the European Baccalaureate process provides substantial professional development opportunities for school-based educators. Teachers involved in examination preparation, marking, and moderation processes gain exposure to international best practices and current assessment methodologies, contributing to their ongoing professional growth. This experience proves valuable both for immediate application within the European Schools system and for future application in their national education systems following their secondments. The systematic involvement of 170 experts in examination paper development, within the framework provided by the European Baccalaureate Unit, creates a robust professional learning network that enhances institutional capacity across the entire system. This collaborative approach ensures that both established European Schools, and newly accredited institutions can learn and grow every year, creating a dynamic environment for continuous institutional improvement that benefits all pupils within the system.

7.8. Linguistic sections

The European Baccalaureate examination reveals important patterns in educational outcomes across the diverse linguistic sections that comprise the European Schools system. The 2025 session data show notable performance variations across language sections, with average final marks ranging from 74.67 to 88.05, though these variations must be interpreted carefully given the significant differences in cohort sizes across sections. The largest linguistic

communities – French section with 862 candidates (26.56%), English section with 843 candidates (25.98%), and German section with 553 candidates (17.04%) – provide the most statistically robust performance data, while smaller sections offer valuable insights despite limited sample sizes that preclude statistically significant comparisons. These performance patterns suggest that linguistic and cultural factors may influence educational outcomes, highlighting the importance of ensuring equitable access to high-quality educational resources and culturally responsive teaching practices across all language sections, while recognizing that definitive conclusions require larger sample sizes for meaningful statistical analysis.

The complexity of delivering high-quality education across multiple linguistic sections presents unique challenges and opportunities within the European Schools system. Students Without a Language Section (SWALS) achieved an average final mark of 80.39, substantially outperforming the general average of 77.76, and demonstrated consistently higher performance across most linguistic levels compared to other pupils. This finding suggests that the multilingual environment of European Schools may provide particular advantages for pupils with diverse linguistic backgrounds, potentially enhancing their metalinguistic awareness and cross-cultural competencies. However, the performance variations across different language sections also indicate that some linguistic communities may require additional support to ensure equitable outcomes, particularly in terms of access to qualified native-speaking teachers, specialized learning materials, and culturally appropriate pedagogical approaches.

The differences between different language sections need to be carefully considered, including taking into account the different weight of marks in the final BAC grade. For example, given their higher weight, a significant statistical difference was identified in case of the following BAC subjects: L1, L2 and Mathematics. The marks of these 3 subjects account for 43% of the BAC final grade.

The analysis of the results by subjects demonstrates that some subjects also have significant differences, but not in all cases (philosophy, history, geography, chemistry, biology), even with a lower weight in the final grade. However, for most other subjects, there is almost never a significant difference by section.

To understand why grades are significantly lower between sections, and, more generally, why there is an underperformance in the case of some BAC subjects overall, further analysis is needed. The analysis should consider that several factors that could play a role (often, influencing each other), linked both to school/system and student characteristics.

Therefore, potential areas of further research include: the impact of recent curriculum changes (as in the case of Math), the insufficient alignment between classroom teaching and learning strategies and BAC assessment, the different levels of academic conditions to continue the studies in higher education (and, hence, different levels of motivation of the pupils to invest effort and time to achieve high results), different opportunities for pupils to practice and develop competences that are assessed in informal contests (such as languages), school initiatives to provide remedial education for underperforming students and teachers competences in these area, different conditions for continuing the education pathway in higher education in a desired domain of studies, etc.

The European Baccalaureate's success in maintaining academic rigor across 18 different language sections reflects the system's commitment to linguistic diversity. The examination process accommodates this diversity through sophisticated logistical coordination, including the development of 288 different examination papers (177 main papers and 111 reserve

papers) that address the specific linguistic and cultural contexts of different sections while maintaining comparable academic rigor. The systematic quality assurance processes, including external auditing and inspector oversight, ensure that educational excellence is maintained across all linguistic communities regardless of section size or geographic distribution. This approach validates the European Schools' foundational principle that multilingual education can enhance rather than compromise academic achievement, providing a model for educational systems seeking to balance linguistic diversity with academic excellence.

7.9. Conclusion

As the European Schools system continues to evolve and adapt to changing educational needs, the European Baccalaureate examination remains a cornerstone of educational excellence and a symbol of successful international cooperation in education. Its continued development and refinement ensure that future generations of pupils will benefit from an assessment system that combines rigorous academic standards with innovative approaches to quality assurance and educational improvement.

PROPOSAL
&
DISCLAIMER

Proposal to the Joint Board of Inspectors

The members of the Joint Board of Inspectors are requested to scrutinize the present document and to give a favourable opinion.

Proposal to the Joint Teaching Committee

The members of the Joint Teaching Committee are requested to scrutinize the present document and to give a favourable opinion.

Links

- Online Report on European Baccalaureate 2025: **https://bit.ly/bacreport25**
- Online interactive graphs + Annex: **https://bit.ly/bacdata25**

Online Report on
European Baccalaureate 2025

Online interactive graphs
Annex of the BACC report

Disclaimer

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