

# Baccalauréat Français, Option Internationale (OIB) Américaine

The American Option of the French Baccalaureate (OIB)

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**Examinations Handbook**

**September 2016**

Prepared by the College Board

This handbook is intended as a practical guide for all stakeholders of the American OIB. It is not a substitute for the official regulations published by the French Education Ministry that will remain the only legal reference.

## Foreword

This handbook for the American OIB is intended to provide information about the curriculum and examination procedures of the American Option of the French Baccalaureate commonly called OIB (*Option Internationale du Baccalauréat*). The material specific to the American OIB has been prepared by Subject Coordinators and Teacher Examiners in meetings with American OIB *Inspecteurs délégués* under the supervision of the College Board and the French Education Ministry (*MENESR*) and is meant to serve as a reference for heads of schools, school and Subject Coordinators, corrector-examiners, teachers, heads of examination centers, and all other stakeholders in the American OIB.

Readers unfamiliar with the French Baccalaureate and the OIB should start with Chapter 1. Basic information concerning the curriculum of the subjects taught in English is found in Chapter 2.

The organization of the American OIB is the responsibility of the French Education Ministry in coordination with the College Board. Their work is aided by an Executive Committee, the composition and responsibilities of which are set out in Chapter 3.

More detailed descriptions of the curriculum and examination procedures for the OIB subjects taught and examined in English (Language-Literature and History-Geography), along with instructions to teachers, corrector-examiners, Inspectors, coordinators, and heads of examination centers are located in Chapters 4 and 5.

Equivalencies used by admission officers for American universities are in Chapter 6.

More detailed, OIB-related documents will be found in Appendixes 1 and 2.

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# Chapter 1: The French Baccalaureate and the American OIB

At the end of secondary school, most French students take the French Baccalaureate. Since its creation in 1808, during the Napoleonic era, the Baccalaureate marks the successful completion of secondary school but is also the first university degree in France, and as such, confers admission to French universities. There are three versions of the French Baccalaureate: *le baccalauréat général*, *le baccalauréat technologique*, and *le baccalauréat professionnel*. The OIB only concerns the *baccalauréat général*.

French tradition calls for students to study more subjects to a higher standard than their American and British counterparts. Fulfillment of this goal means that students have a heavy workload, study a wide variety of subjects, and spend long hours in the classroom. Typically, French students in their *Première* and *Terminale* years (corresponding to U.S. 11th and 12th grades) attend about 30 hours of classes per week in order to prepare for the Baccalaureate. Many have classes on Saturday morning. All study at least eight or nine academic subjects for the examination. Some examinations of the French Baccalaureate are taken in the student's *Première* year, but most, including the OIB, are taken in the candidate's final year in secondary school (*Terminale*). Baccalaureate examinations may extend for several weeks. There are both written and oral examinations for several subjects. Each examination is marked on a scale of 0 to 20, and the result is then multiplied by the appropriate coefficient, as explained below.

To assure fairness and anonymity, corrector-examiners cannot evaluate their own students' papers, and examination papers are identified by number only. Marking standards are strict and rigorous. Corrector-examiners, however, are instructed to use the full range of marks. Marks of 19 or 20 out of 20 are difficult marks to achieve, but examiners award high marks to excellent candidates.

At the end of the class of *Seconde* (10th grade) all students choose one of the following *séries* (tracks) for specialization:

- *Série L (Littéraire)* — Literary Track  
*Emphasis on literature, foreign languages, and philosophy*
- *Série S (Scientifique)* — Scientific Track  
*Emphasis on mathematics, physics, chemistry, and biology*
- *Série ES (Sciences économiques et sociales)* — Social Sciences Track  
*Emphasis on mathematics, economics, social and political sciences*

Regardless of the *série* they have chosen, all Baccalaureate candidates undergo examinations in French language and literature, philosophy, history-geography, two foreign languages, and physical education. Candidates choose additional subjects depending on their *série*: literature, other languages, and possibly mathematics for *série L*; specialized mathematics and sciences for *série S*; economics and mathematics for *série ES*.

The specialization of the *série* is also reflected in two additional ways: the curriculum, and number of class hours per subject vary according to the *série* chosen. For example, philosophy is the key subject for *série L*, with 8 hours of class per week and a wide-ranging curriculum. For the final result on the Baccalaureate, each subject is weighted depending on the *série*; the grade (from 0 to 20) is multiplied by the coefficient assigned to the subject for that *série*.

For the American OIB, students take all of their subjects in French according to the *série* they have chosen. However, the two subjects that most clearly represent the national curriculum and the culture of the United States — Language-Literature and History-Geography — are taught and examined in English. Half of the History-Geography curriculum must be taught in French and the other half in English, optimally across the curriculum rather than having one subject area taught in

English and the other taught in French. The written and oral exams in these subjects replace those taken in French by non-OIB candidates. Thus, instead of taking English as a foreign language, OIB candidates take written and oral examinations in English based on a syllabus of 13 works of literature. Instead of taking the written History-Geography exam in French, candidates have the option of taking the written exam in either French or English. However, it is mandatory for oral exams to be taken in English. The high coefficients given to these OIB subjects reflect the level (first year of an American university) of the examinations and curriculum as well as the bilingualism of the students.

## International Sections

The practice of offering a “mixed” curriculum to students fluent in two languages has long existed in French international *lycées* and in other French schools serving international communities. The French Baccalaureate cannot, however, fully measure the achievements of genuinely bilingual students because its language examinations are designed for students who begin the study of a foreign language at 11 or 13 years of age.

In 1981, the French government, responding to a growing demand among parents for more widespread bilingual education, and recognizing a need to make additional provision for foreign nationals studying in France, proposed that specially designed “international sections” be created from Grade 1 through Grade 12. One important purpose of introducing these sections was to ensure that foreign nationals would be in a position to return to their countries of origin to continue their education, if so desired. Students were given the opportunity to follow a double curriculum and obtain a French Baccalaureate with additional qualifications recognized in the universities of their home country. To this end, the French government insisted that the OIB subjects be taught and examined to a standard comparable to that of the equivalent examination in the student’s home country.

A number of foreign governments, including Denmark, Germany, Italy, the Netherlands, Norway, Portugal, Spain, Sweden, the United Kingdom, and the United States of America collectively launched the program. Since then, Arabic, Brazilian, Chinese, Japanese, Polish, and Russian options have been added. In most of these countries, the relevant ministry of education is the French ministry’s partner.

For the American OIB, the Advanced Placement Program® of the College Board was chosen as the American educational reference, since nationally recognized Advanced Placement® examinations represent a level of educational achievement in the United States roughly equivalent to the French Baccalaureate. The College Board is the partner of the French Education Ministry (*MENESR*), for the American OIB. Inspectors appointed by the College Board and approved by the *MENESR*, work with the French *Inspection Générale (IGEN)* to set the written examinations.

Only schools that are screened and approved by the French Education Ministry may open an international section.

## Chapter 2: Written and Oral Curriculum and Examinations in Language-Literature and History-Geography

France was the first country to integrate curricula devised with foreign partners into its national system of assessment. The result is a well-balanced academic curriculum for bilingual students that fosters international communication and understanding and offers impressive academic credentials in both France and students' home countries.

Details of the curricula of both Language-Literature and History-Geography are available in Chapters 4 and 5. In the American Option, the Language-Literature syllabus is based on English teaching practices in North American high schools; the History-Geography program is based on a bicultural, bilingual approach toward teaching practices.

The literature syllabus includes 13 works of literature, written in English or translated into English, in the American tradition of teaching American English and World Literature. In 2016, candidates' knowledge of this syllabus is assessed by a 4-hour written examination comprising essay topics as well as a prose passage and a poem on which the candidate may choose to write a commentary. A creative writing option will be added in 2017. In addition, there is a 30-minute oral examination consisting of an oral commentary on a prose passage or poem taken from works on the syllabus, followed by a general discussion between the candidate and the examiner of the remaining works.

The History-Geography syllabus follows the French "*programme national d'histoire-géographie L/ES*" with the addition of thematic studies in American history and geography. Instruction is conducted in both English and French, with each individual discipline taught in both languages. The candidate's knowledge and understanding of this syllabus is assessed by a 4-hour written examination consisting of an essay and a study of documents in both history and geography or a *croquis* in geography. This exam can be taken in either French or English. Additionally, there is a 20-minute oral examination covering both disciplines, which is conducted solely in English.

### Coefficients of OIB subjects

Coefficients allow for the subjects in the Baccalaureate to be given different weights. The following table shows the coefficients given to OIB subjects. Depending on the *série*, these grades represent together between 32 and 37 percent of a given candidate's final result on the Baccalaureate.

	Language-Literature		History-Geography	
	Written	Oral	Written	Oral
Série L	6	4	5	3
Série S	5	4	4	3
Série ES	5	4	5	4

## Deliberation of Results by the *Jury*

A candidate's results are studied by a *jury* constituted by the French local educational authority (*Recteur*). Juries are composed of corrector-examiners and may include an OIB examiner or inspector. The jury is the final authority that determines whether a candidate receives the Baccalaureate and whether the candidate graduates with honors. Honors in French are called "*mentions*," and the table below shows the overall average required to achieve a *mention*:

10/20		Passing
12/20	<i>Mention Assez Bien</i>	Honors
14/20	<i>Mention Bien</i>	High Honors
16/20	<i>Mention Très Bien</i>	Highest Honors

## Description of the *épreuves du second groupe*

Candidates who fail to obtain a passing average (10/20) but who have achieved an overall grade of 8/20 on the first part of the Baccalaureate are granted the opportunity to obtain the Baccalaureate by taking oral exams in two subjects of their choice (*épreuves du second groupe*). In this case, if the grade given on each oral examination is higher than that obtained on the written examination, it takes the place of the latter and is multiplied by the appropriate coefficient. If a candidate chooses an OIB subject, an approved OIB examiner will conduct this oral examination.

The oral examination for Language-Literature lasts 20 minutes, after a preparation period of 20 minutes. Candidates choose one of two passages that are unknown and yet linked to the works on the OIB program. They prepare a 10-minute presentation that defines, analyzes, and contextualizes the passage. A 10-minute discussion then follows, which allows candidates to open the exchange, and to better explicate the themes and the thesis they have chosen to emphasize.

The oral examination in History-Geography lasts 20 minutes, after a preparation period of 20 minutes. Candidates select at random a topic prepared by the examiner that includes two subjects: one each in history and geography. One of the two subjects includes a document for analysis. The candidate prepares a presentation in which the examiner evaluates the candidate on their mastery of the required knowledge, clarity of presentation, and document analysis skills. A discussion then follows that allows the candidate to move beyond the strict framework of the proposed topics and focus on the overall understanding of the issues under consideration.



# Chapter 3: Organization of the American OIB: Roles and Responsibilities

## The French Education Ministry

International Sections and the OIB are created and operated by the French Education Ministry (*MENESR*). Its official partner for the American OIB is the College Board. Conjointly with the College Board, the Ministry names *Inspecteurs délégués* and defines official programs and examination procedures that it publishes in the *Bulletin Officiel de l'Éducation Nationale (B.O.E.N.)* (see the Appendix for a list of important texts concerning the American OIB). The latest updates of all official regulations are to be found on [Eduscol](#).

## The College Board

The College Board is the official American interlocutor with the French Education Ministry for the American OIB. It guarantees the genuine linguistic and cultural nature of the American OIB and ensures that the examinations in Language-Literature and History-Geography correspond to the level required by selective American universities (e.g., the College Board's Advanced Placement Exams).

## The Executive Committee

The Executive Committee of the American OIB was established by the College Board in 2015 to facilitate communication among the major stakeholders of the program, such as the French Education Ministry, the College Board, and school administrators.

The Executive Committee's organizational structure includes a set of permanent functions such as the chair of the committee, a position that rotates every three to four years; the *Inspecteurs délégués* (who serve a term of three years, renewable twice); the four Subject Coordinators of History-Geography and Language-Literature (who serve a term of three years, renewable once); one or two representatives of the College Board (indefinite term); the Schools Coordinators for France and North America. Other members of the OIB academic community may be invited at any given formal meeting depending upon the issues being discussed. The committee meets once annually, communicates officially two to three times per year, and posts a quarterly bulletin on the AAMIS (Association of American International Sections) website.

The Executive Committee's principal goals are the following:

1. to ensure stability, direction, and coherence in the OIB community
2. to work with Schools Coordinators in charge of the exam administration and facilitate the yearly planning of corrector-examiner assignments
3. to lead the OIB teacher community by organizing subject meetings and training sessions, and by supporting new American international sections
4. to ensure long-term continuity of the American OIB by engaging in strategic planning

The Executive Committee is the organization responsible for the dissemination of directives relative to structural and pedagogical aspects of the American OIB. Communication flows via Subject Coordinators and *Inspecteurs délégués*.



## AAMIS

The Executive Committee of the American OIB is hosted and its operations funded by the Association of American International Sections (AAMIS). AAMIS ([AAMIS.net](http://AAMIS.net)) is a nonprofit French Association formed in 2010 to support the development of the American OIB and of the Franco-American Baccalaureate (BFA). Membership is open to schools, international sections, and parents' associations involved in the American OIB, the BFA, or both.

## Inspecteurs délégués

Two American Inspectors for each subject (Language-Literature and History-Geography), called *Inspecteurs délégués*, are named conjointly by the College Board and the *MENESR*. They are in charge of the following tasks to ensure the smooth running of the American OIB:

1. Choosing and validating the written examination subjects for the Baccalaureate, in conjunction with the French *Inspection générale de l'éducation nationale*.
2. Moderating written and oral OIB grades to guarantee fairness and consistency.
3. Observing oral OIB examinations.
4. Working with the Subject Coordinators to organize meetings in October and at other dates when deemed necessary; these meetings are held to evaluate the preceding year's OIB, plan for the current year's examinations, propose changes in the core works of the Language-Literature syllabus, review curriculum, train teachers, implement changes in the OIB, and revise grading rubrics.

## Schools Coordinators

There are two Schools Coordinators, one in France and one in the United States. They are heads of section who volunteer to fulfill this role for a period of three years or more. They name the correctors of the written examinations and examiners of the oral examinations in conjunction with the Subject Coordinators, and send out all *convocations* for the various meetings that take place during the school year.

### France Schools Coordinator

The France Schools Coordinator also serves as the chair of the Executive Committee for a period of three to four years, and by sharing the same time zone, he or she may liaise rapidly with the French Ministry of Education on pressing matters. All communication with the *MENESR* regarding the scheduling of the OIB and examiner assignments outside North America goes through the chair of the Executive Committee.

The France Schools Coordinator is responsible for the following oral examination centers:

In France: Lycée Magendie in Bordeaux; Lycée International in Saint Germain-en-Laye; Ecole Jeannine Manuel in Paris; Centre International de Valbonne in Sophia-Antipolis; Cité Scolaire Internationale in Lyon; École Jeanine Manuel de Marcq-en-Baroeul in Lille; Lycée Saint-Vincent in Rennes; and Lycée Melkior-Garré in Cayenne.

Abroad: Lycée français de Shanghai; Lycée International Victor Segalen in Hong Kong; Lycée Jules Verne in Johannesburg; Lycée français d'Irlande in Dublin.

### North America Schools Coordinator

The North America Schools Coordinator is the *Proviseur* of the Lycée Rochambeau in Washington, D.C. All communication with the *MENESR* regarding the scheduling of the OIB and examiner assignments in North America goes through the North America Schools Coordinator.

The North America Schools Coordinator is responsible for the following oral examination centers:

Lycée français international Rochambeau in Washington, D.C.; Lycée français de New York in New York City; Lycée international de Boston; Lycée français de Chicago; Awty International School in Houston; Lycée français de San Francisco; and Lycée français de Toronto.

## Subject Coordinators

Four Subject Coordinators for Language-Literature and History-Geography, one each from France and the United States in each discipline, are chosen to work closely with the *Inspecteurs délégués* in planning and chairing OIB meetings and teacher training workshops, setting the agendas for these meetings, and naming the corrector-examiners for the OIB in conjunction with the Schools Coordinators. The Subject Coordinators are in direct contact with OIB teachers, sending them notifications and documents throughout the year. They also prepare reports of proceedings, agreements, and suggestions. The Language-Literature Subject Coordinator in France is in charge of maintaining the Language-Literature part of the AAMIS website, which houses all documents, forums, and syllabi. The North America History-Geography Subject Coordinator has responsibility for maintaining a History-Geography link on the AAMIS website housing relevant documents, rubrics, and syllabi.

## Heads of Examination Centers

The heads of examination centers are the French *provisseurs* under the authority of the *recteur d'académie*. Heads of examination centers have complete responsibility for the conduct of the French Baccalaureate, including the OIB in their respective schools. All aspects of the organization and conduct of the OIB examinations in the examination center should be addressed to them.

The French Education Ministry issues guidelines to heads of examination centers through the local educational authorities (*Rectorats*). Complementary information may be obtained from the Schools Coordinators. Guidelines for heads of examination centers are specified in Chapters 4 and 5.

## OIB Coordinators

OIB Coordinators exist in many American International Sections. They may be heads of section, Subject Coordinators, or, in the larger sections, a person in charge of coordinating all activities pertaining to the OIB. During the school year their responsibilities are many; these are listed on the AAMIS website. This handbook outlines their role in the organization of the oral examinations for both Language-Literature and History-Geography in Chapters 4 and 5.

## Correctors-Examiners

With the approval of their head of school, OIB teachers are designated by their head of section and validated by the Subject Coordinators and the *Inspecteurs délégués* to evaluate OIB candidates. They are called correctors (for the written examination) and examiners (for the oral examination).

Not all OIB subject teachers may correct the written OIB examinations or give orals. The Language-Literature program is a two-year program, going from *Première* to *Terminale*. Correctors of the written exam must have taught at least the *Première* program and oral examiners must have taught the entire two-year program and have observed mock oral examinations. Both must have attended a teacher training session.

For the History-Geography written examination, correctors must have taught an entire American Option *Terminale* year and have attended a teacher training session in the current program. In order to qualify as an oral examiner in History-Geography, teachers must have taught the American Option *Terminale* program, attended a training session, and have observed mock orals as well as a morning of actual orals in an examination center, if possible.

## Emergency Procedures for Written OIB Examination Problems

### In France

If an error or anomaly in an OIB written examination in France occurs, the procedure for correcting it is identical to that followed for all French Baccalaureate subjects:

1. A student, teacher, Subject Coordinator, or inspector points out an anomaly on the exam. This must be more serious than a spelling error.
2. The head of the examination center is notified.
3. The head of the examination center goes through the proper channels to notify the *Rectorat*, who, depending upon the type of anomaly, decides whether or not to contact the *MENESR*.

The final decision is communicated at the same time to all centers where the OIB exams are being taken.

4. At **no** time should an *Inspecteur délégué* be contacted directly by a teacher, head of section, or Subject Coordinator.
5. All candidates should be given instructions at the same time.
6. All incidents are treated in exactly the same fashion in all schools in order to ensure equal treatment of candidates.

### In North America

The procedure for North American examination centers is currently as follows:

1. A student, teacher, Subject Coordinator, or *Inspecteur délégué* points out an anomaly on the exam. This must be more serious than a spelling error.
2. The head of the examination center is notified.
3. The head of the examination center contacts the North America Schools Coordinator at Lycée Rochambeau in Washington, D.C., by telephone (301-536-1787) and sends a confirmation email to the head of the examination center. The North America Schools Coordinator then confers with the Canadian counterpart and decides if the anomaly is major or minor. In the case of a major anomaly, the North America Schools Coordinator contacts the *Inspecteur délégué* who proposes a solution that is submitted to the *Académie de Caen* for validation. An email message is then sent to all schools from the North American examination center at Lycée Rochambeau.
4. At **no** time should an *Inspecteur délégué* be contacted directly by a teacher, head of section, or Subject Coordinator.
5. All candidates should be given instructions at the same time.
6. All incidents are treated in exactly the same fashion in all schools in order to ensure equal treatment of candidates.

## Annual American OIB meetings

The annual meetings of the American OIB are held in Paris in October. A first meeting is devoted to administrative matters. It is attended by members of the French Ministry of Education, the College Board, the *Inspecteurs délégués*, heads of schools or their representatives, heads of section, Subject Coordinators, and officers of AAMIS.

On the following two days, the Language-Literature and History-Geography *Inspecteurs délégués* convene separate meetings for current teachers, OIB coordinators, and corrector-examiners in American International Sections around the world. The meetings provide a forum for discussion of the previous June's OIB session and for planning the following year's examination. Other items on the agenda include discussions of modifications to the curriculum, improvements in administrative procedures for the examinations, clarification of standards, and teacher training.

## Annual OIB Meetings in France

Training sessions for teachers in France and abroad are organized the day following the subject meetings in Paris in October. *Inspecteurs délégués* and Subject Coordinators propose various exercises to both new and experienced teachers and corrector-examiners: group grading of written exam papers using detailed rubrics, discussion of new options such as creative writing and mock oral examinations, for example.

## Annual OIB Meetings in North America

As the North American examinations are administered separately, and because not all North American teachers and examiners can attend the annual Paris meetings in October, an additional January meeting is held alternately in New York and Washington, D.C. The purpose of this meeting is to report on activities at the Paris meeting, review examination practices, discuss curriculum modifications, and provide ongoing professional development for OIB teachers and corrector-examiners.

## Chapter 4: Language-Literature

### Aims

The following references to OIB Language-Literature in the *B.O.E.N.* are also to be found in Appendix 1, Document 0:

**Arrêté du 6 janvier 2015 fixant le programme de l'enseignement de langue et littérature américaines dans les sections internationales américaines conduisant au baccalauréat général, option internationale:**

**Note de service du 21 janvier 2015 fixant le programme limitatif de l'enseignement de langue et littérature américaines — sessions 2015 et 2016**

**Note de service du 17 mars 2016 fixant le programme limitatif de l'enseignement de langue et littérature américaines — sessions 2017 et 2018**

### The Curriculum: the Language-Literature Syllabus

The literature syllabus comprises 13 literary works chosen from a variety of genres and representing diversity in the ethnic backgrounds and genders of the authors. Within the American Option worldwide, all students study six works in common. These works are referred to as **core texts**. The remaining works are chosen freely by individual sections/schools. These are referred to as **free choice texts**. In addition, all schools designate three works that students prepare for the commentary part of the oral examination: a Shakespeare play, a work of fiction, and a group of eight poems. These are referred to as **in-depth texts**.

The template of the literature syllabus is to be found in the Appendix (Document 2). The categories of the texts are as follows:

- One Shakespeare play.
- Three 19th-/20th-/21st-century English-language works of prose fiction, one of which should be American.
- Two English-language playwrights, one of which should be American.
- Two English-language poets or groups of poets, one of which should be American.
- Three works of world literature (which may be in translation except for works originally written in French).
- Two English-language nonfiction works.

### The Written Examination

The following references to American OIB written exams are also to be found in Appendix 1, Document 0:

**Note de service n° 2015-192 du 16 novembre 2015 relative aux épreuves spécifiques de l'option internationale du baccalauréat**

**Note de service n° 2005-167 du 24 octobre 2005 modifiée relative à l'organisation des épreuves spécifiques de l'option internationale du baccalauréat**

The written examination is 4 hours in length. Currently there are two options. In 2017 there will be three. All of them include at least one essay.

## The instructions given to candidates are as follows

Candidates may choose one of the following options:

- A. Write *one* essay and *one* commentary on a poem or a prose passage never studied by the candidate.
- B. Write *two* essays.
- C. In 2017, the option of choosing to do one essay and one creative writing exercise will be added.

Below are descriptions of each option:

### The Essay

#### Aim

The essay is comparative. It asks candidates to compare the ways in which two works from their literature syllabus deal with a question, a theme, or an idea using specific literary genres and stylistic devices. The subject of the essay is generally in the form of a question but may also be a quotation. The candidate has a choice of four essay topics, three with a thematic focus and one focused on style. Candidates may choose to do two essays but may not use a literary work more than once in the two essays.

#### Knowledge and understanding

To show knowledge and understanding of both works, candidates must use precise examples and quotations. There is, however, no need to retell the story or summarize the plot. The student's response to the essay topic must have a thesis, to be defended throughout the essay. This thesis should be stated in the introduction in a statement rather than as a question. The body of the essay should develop an argument supporting the thesis through detailed analysis of the two works chosen.

#### Personal response

Because candidates choose not only the essay topic but also two works to defend their thesis, there are a myriad of possible responses for each topic. The corrector therefore does not expect any predetermined answer to or treatment of any essay question. On the contrary, an original interpretation is expected and rewarded. Students are assessed according to their ability to choose the two works on the syllabus best suited to the topic, to analyze these works demonstrating detailed knowledge and understanding of them, to clearly organize their essay in a logical and convincing way, and to write clear and coherent prose.

#### Assessment

Evaluation of the essay is based on the following criteria:

1. Knowledge and understanding
2. Response to the question
3. Analysis and depth
4. Organization and integration of evidence
5. Expression

See Essay Grading Rubric in Appendix 1 (Document 5)

### The Commentary

#### Aim

The literary commentary of a prose passage or poem never studied by the candidate evaluates her or his ability to understand the text given, to display good appreciation of the literary features used by the author, and to give a convincing, subtle reading

of the prose or poem in a structured way and in clear English. The texts chosen are generally by modern authors, many of them contemporary and a majority of them from North America, in keeping with the specificity of the American OIB.

## Choice

The commentary option offers a choice between a poem and a prose passage. Poems are between 14 and 40 lines long; prose passages about 40 lines in length.

## Personal Response

Unlike for the commentary on the oral examination (in which the work from which the passage is taken is already well known to the student, since it is an excerpt from one of three works in depth), the candidate is not expected to put the unknown text into the framework of the work from which it is an excerpt or to necessarily provide a historical or literary perspective.

Candidates must, however, justify their ultimate interpretation of the text by quoting the prose passage or poem at length in a persuasive way. The use of textual features lends depth and insight to the commentary. Remarks on style, using correct terminology (metaphor, simile, point of view, irony, language register, etc.) show the student's mastery of the tools of literary analysis.

Candidates should clearly announce what the text is about, its structure, overall tone and style in the introduction, not in the form of questions but as statements.

## Assessment

Evaluation of the candidate's work is based on the following criteria:

1. Understanding the text
2. Analysis and use of the text
3. Appreciation of literary features
4. Organization
5. Expression

See the Commentary Grading Rubric in the Appendix (Document 6)

## Written examination centers

In general, candidates take the written OIB examinations at their own schools, and papers are scanned before being sent, using *Viatique* (a scoring software system), to correctors for marking. In France, the papers are scanned by the *Rectorat* ("*Division des examens et concours*"); in North America, each school scans their candidates' papers.

## Instructions to sections, teachers, and correctors for the Written Examination

Each year, each American International Section must submit to the *SIEC* (*Service Interacademique des Examens & Concours*) one full Language-Literature written examination (*sujet d'examen*) comprising:

- Four essay questions, three of them thematic, one stylistic.
- One poem for commentary (14–40 lines).
- One prose passage of no more than 40 lines.
- One creative writing topic (from the 2017 session).

The largest American Sections may submit two full examinations to reflect the greater number of candidates and teachers.



## Written Examination Template

When submitting examination essay questions, poems, and prose passages, use the following template:

Candidates must choose Option A, Option B, or Option C (2 hours for each essay, commentary, or piece of creative writing):

- A. Write on ONE of four essay topics given in Part I, and write a COMMENTARY on ONE of the two passages given in Part II, either poetry or prose.
- B. Write on TWO of the four essay topics given in Part I. Candidates are instructed NOT to use the same works in both essays.

## Instructions for submitting essay topics

1. Do not submit questions or passages that have appeared on any other examination. Consult the AAMIS website ([aamis.net](http://aamis.net)) for past American Option Language-Literature written examinations.
2. Do not submit questions that are too complicated, difficult to understand, or offensive to student sensibilities.
3. Submit three questions on ideas or themes and one that focuses on style and technique. Word the thematic questions (using “how,” “by what means,” etc.) in such a way that candidates understand that it is imperative to discuss stylistic devices in ALL essays.
4. Direct students to use two different works from their OIB syllabus for each essay and a total of four different works if candidates choose to do two essays.
5. Frame questions in such a way that students may use the largest possible choice of works and literary genres.
6. Essay subjects are generally formulated as a question but may also take the form of a quotation. When using a quotation, include the source in parentheses and ensure that the connection between the question and the quotation is clear.

## Instructions for submitting poems or prose passages for the commentary

1. In keeping with the identity of the American option, prefer poems and prose passages by North American authors.
2. Do not submit texts taken from the works of authors on any American OIB Language-Literature syllabus. These may be consulted on the [aamis.net](http://aamis.net) website.
3. Provide glosses for challenging vocabulary and unclear or obscure cultural allusions.
4. Select a prose passage that is about 40 lines long and that fits on one page.
5. Select a poem that is between 14 lines (for a sonnet) and about 40 lines.
6. Take into consideration the age and range of experience of Baccalaureate candidates.
7. Use Microsoft Word documents (.doc or .docx) if possible. Numbering lines is not necessary.
8. Do NOT submit .pdf files. These cannot be used by the SIEC to make up the exam.
9. Prose passages may be taken from a work of fiction but also from travel writing, letters, diaries, or essays.

## Instructions for grading the written examination

Correctors are designated by the Schools Coordinator in conjunction with the Subject Coordinator. In order to be a corrector, a teacher must have taught at least the *Première* program and attended a training session. Starting with the 2016 session, all written examination papers will be corrected online via the grading platform *Viatique*.

1. When evaluating expression in English, correctors should focus on the overall quality of the writing rather than on minor errors of usage and spelling.
2. Grading rubrics for essays and commentaries are to be found in Appendix 1 (Documents 5 and 6).
3. A grading rubric for each part of the written examination must be used to determine the final grade. Correctors should fill out one paper copy of the appropriate rubric for each exercise, underlining the remarks in each category that best describe the candidate's work. They should keep these in case a grade is contested. While the grading rubrics do not appear on the *Viatique* platform, correctors should indicate in the "commentaire" box the points given for each category: (e.g., 1.5; 0.5; 1; 2; 1 = 16). This will justify the grade given.
4. The final grade is calculated by averaging the two grades (essay grade plus commentary grade or two essay grades) as follows: round up all fractions to nearest half point, round up half points to the nearest point.

### Special problems encountered on the written examination

1. Off topic (*hors sujet*) responses: sometimes a candidate fails to address the question asked. If the candidate has interpreted the question in a possible but unlikely way, correctors should use the rubric to award points accordingly.
2. Short responses: time management is one of the skills required to succeed in a written examination; therefore, using the rubric as a guide, correctors may deduct points for short or incomplete answers.
3. Use of the same work in two different essays: if the candidate writes on the same work in two essays, the corrector generally deducts 50 percent of the points awarded to the weaker essay.
4. Problems with an exam question or commentary: during the marking of the written papers, a corrector may have doubts concerning a particular essay question, poem, prose passage, or creative writing prompt. Contact an American *Inspecteur délégué* via the *Viatique* platform during the marking period to seek advice as to different ways of interpreting and correcting the problem questions.
5. At the end of each examination session, correctors must fill out an Examiner's Report for the Written Examination (Appendix 1, Document 9). A copy of this should be sent by email to both the head of section of the school corrected and the *Inspecteurs délégués*.

## The Oral Examination

The following articles in the *B.O.E.N.* define the OIB oral examinations:

**Note de service n° 2015-192 du 16 novembre 2015 relative aux épreuves spécifiques de l'option internationale du baccalauréat**  
**Note de service n° 2005-167 du 24 octobre 2005 modifiée relative à l'organisation des épreuves spécifiques de l'option internationale du baccalauréat**

### Note to the Heads of Section and OIB Coordinators

The *chef de centre d'examen* should be provided with the following to be put in each *salle d'examen*:

- The Language-Literature syllabus of the school
- Three copies of each work in depth (Shakespeare play, novel or short stories, 8 poems)
- At least one copy of each of the other works on the syllabus
- Water

## Description of the Oral Examination

The oral exam is 30 minutes in length and consists of three parts:

### 1. Presentation by the candidate (approximately 10 minutes)

The examiner gives the candidate a poem or a passage from one of the **in-depth** works of the literature syllabus: the Shakespeare play, a novel or short story, or a group of poems. The poem must be at least 14 lines long, the Shakespeare or prose passage from 35 to 40 lines long. After 30 minutes of preparation, the candidate must make a detailed commentary of the passage given lasting approximately 10 minutes.

Within this 10-minute time frame, the student will:

- a. Read aloud a portion of the text, as instructed by the examiner. The quality of the reading does not affect the mark in any way. If the passage is a dialogue, the examiner may offer to read the smaller part himself. At the end of the portion to be read, the candidate is reminded to stop, is thanked for reading, and invited to begin his or her presentation.
- b. Indicate the context of the passage and define its importance within the work as a whole.
- c. Give an oral presentation, explaining the passage, and commenting on such aspects as: meaning, themes, characters, point of view, diction, metaphors, symbols, and other stylistic devices.

Examiners should interrupt a candidate's presentation only if he or she appears to be in difficulty or to require encouragement. The examiner may remind candidates of the time they have left to help them move ahead more quickly or to make them aware that they are running over the time allotted.

After candidates finish, the examiner may give them a chance to restate or correct comments that were unclear, inaccurate, or weak, and may prompt further development of promising aspects of the presentation.

### 2. Linking the passage to other works on the syllabus (approximately 5 minutes)

Candidates must branch out from the passage assigned and find links, either stylistic or thematic, to two other works on their syllabus. Both similarities and differences may be pointed out. Candidates should try to include one or both of the other texts in depth if the passage lends itself to this. Examiners should allow candidates to make the first links alone but may guide by them if necessary in subsequent dialogue.

### 3. Discussion of other texts (approximately 15 minutes)

Candidates engage in a dialogue with the examiner concerning other works studied in the two-year program. Approximately three to five works beyond those chosen by candidates to make links should be used by the examiner to evoke responses of some depth from the candidate. All three works in depth **MUST** be discussed and a total of six to eight of the 13 works should be touched on during the oral as a whole.

## Instructions to Oral Examiners

In order to be an oral examiner, teachers must have taught the entire *Première* and *Terminale* program and have attended a training session.

Examiners should bring with them the following:

1. Photocopies of passages from the three works in depth they will give to candidates for commentary.
2. Evaluation forms in English to be filled out and kept by the examiner for each candidate (Appendix 1, Document 7).

3. A note-taking document for each candidate to be used during the exam and kept by the examiner for a year.
4. An Examiner's Report for the Oral Examination to be filled in and sent by email to both the school being examined and the *Inspecteurs délégués* (Appendix 1, Document 10).
5. A *fiche d'évaluation* published in the *B.O.E.N.* must be filled out for each candidate and handed in to the *chef du centre d'examen*. This is generally provided by the examination center, but a copy of the *fiche* may be found in Appendix 1 (Document 8).

All of the above documents are to be found in Appendix 1 of this handbook and on the Language-Literature part of the AAMIS website: [aamis.net](http://aamis.net). Those in French and published in the *B.O.E.N.* are also to be found in Appendix 1, Document 0.

## Procedures when giving the passage to candidates

1. Examiners take the candidate to the preparation room where the proctor will verify her or his convocation and identification; take all bags, books, notes, and telephones; and provide scrap paper.
2. Examiners give each candidate a photocopy of a passage or poem taken from one of the three works in depth (35 to 40 lines long for the Shakespeare play, or the novel or short story, and at least 14 lines long for the poem) along with the complete work from which the passage or poem is taken.
3. Examiners should give clear instructions to the candidate: the time allotted for the commentary as well as a reminder to link the passage to two other works.
4. Examiners must ensure that students sign the *feuille d'émargement* and tell them that they may refer to their notes but that these will be collected at the end of the examination.

## Examiner guidelines for the oral examination

1. Choose excerpts that are not obscure while being rich in thematic and stylistic elements.
2. Choose passages from the Shakespeare play, the novel, or short story from 35 to 40 lines long and at least 14 lines long for the poem.
3. Give no more than 40 lines of a long poem, but instruct candidates to put those in the context of the poem as a whole.
4. Arrive at the center with photocopied passages from the Shakespeare play, the novel or short story, and the poems.
5. Give passages from all three of the works in depth, preferably an equal number of each over your oral examination session.
6. When possible, prepare enough different passages to provide one per candidate. If this is not possible, a passage may be used twice, consecutively. Using a passage after a lunch break or on a different day does not qualify as consecutive use.
7. Ask open-ended rather than pointed questions concerning details from the works during the second half of the oral to help candidates demonstrate knowledge and reach their full potential. Always keep in mind the best interests of the candidate: if an answer is not satisfactory, move on to another question and other works. Cover a wide range of the works on the syllabus.
8. Do not penalize a student who does not volunteer links independently but who is able to follow the examiner's lead successfully.
9. Ensure that candidates discuss both of the other works in depth, either while making their links or during the second half of the oral exam.
10. Use the full scale of grades.

## Oral Examination Centers

The schools preparing students for the American OIB in France are grouped into eight oral examination centers: Lyon, Bordeaux, Valbonne, Saint-Germain-en-Laye, Paris, Rennes, Lille, and Cayenne (examined by video conference at the *SIEC*).

Each center has its own assigned teams of examiners. In North America, there are two administrative centers, Washington, D.C., and Montreal, Canada, and seven regional examination centers. OIB schools in other areas of the world — such as China, Ireland, and South Africa — are currently administered by the *MENESR* in conjunction with the France Schools Coordinator.

Oral examinations take place at the seven regional examination centers in France and seven regional examination centers in North America. Oral examinations in some international sections are given through video conference calls between the *Maison des Examens* of the *SIEC* and the international center (Cayenne in 2016). All correctors for the written exam and examiners for the oral exam are designated by the Schools Coordinators in conjunction with the Subject Coordinators in Language-Literature and History-Geography.

## Instructions to the Heads of Examination Centers

### Written Examinations

Each examination center receives the names of the correctors and examiners for all of France no later than May. They also receive instructions concerning the number of written exam papers to be graded by each corrector from the Schools Coordinator. This is quite complicated and there may be last-minute changes for health or other reasons. The heads of examination centers are informed of these changes. In France, they must send the written papers to the *Rectorat* (“*Division des examens et concours*”) to be scanned and uploaded onto *Viatique*. Outside France, written exam papers are scanned directly by the examination center.

### Oral Examinations

The heads of examination centers can seek the help of the heads of section and the OIB coordinators of the schools whose candidates are being examined. For Language-Literature orals, the latter have instructions to provide the head of examination centers with a box containing the literature syllabus, books, and photocopies of poems to be put in each examination room.

#### 1. Proctored Preparation Room

In keeping with American examination procedures, it is mandatory for candidates to prepare their oral examination in a proctored preparation room. Candidates are allowed 30 minutes of preparation for Language-Literature. Proctors check the *convocations* and identity documents of all candidates, have them sign a *feuille d’émargement*, collect bags, books, notes, and cell phones and ensure a quiet environment.

#### 2. Scheduling

In scheduling oral examinations, administrators should use the standardized templates found in the Appendix. These schedules, with breaks after every three candidates, allot sufficient time for the examiner to grade the candidate’s performance according to rubrics and confer with the *Inspecteur délégué* observing oral exams.

### 3. Fiches d'évaluation

Each examiner should be given the appropriate *fiche d'évaluation de l'oral* in Language-Literature to be handed in to the *centre d'examen* at the end of the examination session. These may be found in the *B.O.E.N.*, the references of which are found in the Appendix of this handbook (Document 0).

### 4. Other guidelines

1. The oral examination of students authorized to have extra preparation time (*tiers temps*) should be scheduled at the end of the day or at a time that does not interrupt the exam schedule.
2. Each examination room and examiner should have a detailed schedule with the times of the exam and the names of the candidates as well as a second *feuille d'émargement*.

## Chapter 5: History-Geography

### Aims

The joint History-Geography curriculum aims:

- to nurture the skills of the historian and the geographer
- to develop the ability to critically analyze historical events and documents, and to assess geographic processes

### Objectives

The program sets out to develop the following attributes in students:

- to extract and classify information from a variety of sources
- to assess the values and limitations of available evidence
- to place historical and geographical material in its relevant context
- to distinguish the essential from the peripheral
- to discern similarities and differences across distinct periods and spaces
- to make a coherent synthesis of historical and geographical material in written and oral form
- to develop cogent written and oral arguments
- to use pertinent and precise examples in the illustration of oral and written answers

These skills are evaluated on the OIB part of the French Baccalaureate by a 4-hour written exam, to be written in either French or English, and a 15-minute oral exam in English. Both exams only cover material taught in the *Terminale* year.

## The Curriculum: the History syllabus

See: **OIB – Programme d’histoire-géographie en classe de terminale** *Arrêté du 2 octobre 2013 (annexe 4) fixant le programme d’enseignement de l’histoire-géographie dans les classes terminales conduisant au baccalauréat général, option internationale*

Both the history and geography syllabi are designed to prepare students to understand the world today and build on the studies carried out in *Seconde* and *Première*. They aim to prepare students for higher education through the acquisition of knowledge, skills, and understanding of key concepts. Links should be made within each syllabus to develop an understanding of interrelationships; links should also be made across the two syllabi wherever possible. In answering geography questions, the use of schema to introduce each theme is encouraged.

A detailed, current history syllabus (including case studies) can be found in the Appendix and at the AAMIS website ([aamis.net](http://aamis.net)) History-Geography link. Because the History-Geography curriculum constantly undergoes modification, as does the Language-Literature program, the AAMIS website link should be accessed for the most current syllabi. The following is an overview of the five themes in history, which do not change:

### Theme 1 – The relationship of societies to their past

- History and memory

### Theme 2 – Ideologies and opinions in France and the world from the end of the 19th century to today

- Media and public opinion



## Theme 3 – Power and tensions in the world from the end of World War I to today

The pathway to becoming a world power:

- The United States since 1918
- China in the world since 1949
- A region in conflict: the Near and Middle East since the end of World War I

## Theme 4 – The scales and levels of governance in the world from 1945 to today

- The nation-state scale: governing France since 1946
- The continental scale: the European project since 1948
- The global scale: world economic governance since 1944

## Theme 5 – The United States since 1945

- Foreign and domestic policy through the decades

See complete curriculum in Appendix 2, Document 1

# The Curriculum: the Geography syllabus

See: **OIB – Programme d’histoire-géographie en classe de terminale** Arrêté du 2 octobre 2013 (annexe 4) fixant le programme d’enseignement de l’histoire-géographie dans les classes terminales conduisant au baccalauréat général, option internationale

A detailed summary of the geography syllabus is also to be found in the Appendix and on the AAMIS website ([aamis.net](http://aamis.net)) History-Geography link. A French-English Bilingual Lexicon of Geographic Terms is also accessible through the AAMIS website, History-Geography link. The following is an overview of the three themes:

## Theme 1 – Introduction

Understanding the complexity of the world by interpreting and evaluating geopolitical, geoeconomic, geocultural, and geoenvironmental data with a view to a critical appreciation of the types of data presentation.

## Theme 2 – The dynamics of globalization

How globalization works

- Case study of a globalized product
  - ♦ Processes and actors
- Mobilities, flows, and networks

Territories in globalization

- Case study of a global city
- The unequal integration of territories in globalization
- Maritime spaces — a geostrategic approach

## Theme 3 – Geographic dynamics on a continental scale

- The Americas: power of the North and rise of the South
- Africa: the challenges of development
- South and Southeast Asia: the challenges of economic growth

See complete curriculum in Appendix 2, Document 2

## The Written Examination

The following references to American OIB written exams are also to be found in Appendix 2, Document 0:

**Note de service n° 2015-192 du 16 novembre 2015** relative aux épreuves spécifiques de l'option internationale du baccalauréat

The *B.O.E.N.* defining the new format of the History-Geography written exam is followed in all American sections worldwide. The exam is 4 hours in length, covers the *Terminale* year program, and may be written in either French or English. There are two options in the exam:

*Sujet A:* The candidate chooses between two history essays and answers a geography document-based question, or a *croquis* exercise.

*Sujet B:* The candidate chooses between two geography essays and answers a history document-based question.

## Instructions to Sections and Teachers for the Written Examination

### The Essay

#### Aim

The aim of this 2-hour essay is to respond to a subject prompt by formulating a cogent argument, containing personal knowledge as well as class material, written in an American-style essay format complete with an arguable thesis and supporting evidence. The essay constitutes 50 percent of the total examination score.

#### Choice

The student has the option of choosing between two essay prompts, selected from the curriculum of history or geography. When a student chooses to answer an essay question (50 percent of total score) in the first discipline, the second discipline essay will consist of a document analysis essay (history or geography), or a *croquis* exercise, worth 50 percent of the total score.

## The Document Analysis

#### Aim

The aim of the document-based question (DBQ) is to respond to a prompt through formulation of an arguable thesis and supporting evidence; inclusion of personal knowledge as well as knowledge of the class curriculum is required. A further goal is to incorporate all of the documents provided, assessing each for its value and limitation in response to the prompt. Citing author and genre/nature, identifying historical context, defining relevant terminology, and assessing perspective, bias, and omission of important information, are all required elements in the document analysis. Although there is not a prescriptive format to the essay, all of the aforementioned elements must be addressed.

#### Choice

If the student chooses to write a document analysis in either history or geography, the second discipline examination will be an essay.

### The Croquis

**NOTE:** The *croquis* exercise will be added as a potential test component beginning with the 2017 exam. As such, specific content and grading rubrics are still in the process of development. Upon final resolution, H-G Subject Coordinators will communicate final protocols to all schools and update this handbook and the AAMIS website link.

## Submission of Written Exam Questions

The process of submitting proposals for the written exam is generally the same everywhere, although minor differences in the procedure exist between France and North America. In general, it is recommended that schools with fewer than 50 candidates submit one complete set of exams (*Sujet A* and *Sujet B*); schools with 50 or more candidates submit two sets in recognition of their larger student populations. Schools are provided with a standardized template with instructions. All questions must be submitted in both French and English versions, with documents in English summarized in French. Documents in French need not be translated if they are speeches originally given in French, such as a speech by Charles de Gaulle. All maps and photographs must be submitted in black and white only, and all documents in geography must be dated no more than five years before the date of the exam being submitted. Lastly, all document submissions must include a source citation for the document.

### Schools in France and outside North America

Teacher/Examiners receive requests for proposals of exam questions in mid-October from the *Maison des Examens*, which is part of the *Service Interacademique des Examens & Concours (SIEC)*. Teacher/Examiners have until late November to submit their proposals, which is done both digitally (Doc format) and in hard copy.

### Schools in North America

In North America, OIB teachers receive requests for proposals of exam questions in late October from the examination center for North America, the Lycée Rochambeau in Washington, D.C. Like their counterparts in France, they provide proposals for test questions based upon the curricula in each discipline, which must be submitted by the end of November. A template is provided allowing for submission digitally (Doc format).

## Instructions for grading the written exam

The Schools Coordinators in conjunction with the Subject Coordinators and the *Inspecteurs délégués* designate correctors. In order to be a corrector, a teacher must have completed a full year of teaching the *Terminale* program and have attended scheduled training sessions covering the current curriculum. The official grading rubric, included in the Appendix, is used to grade the exam, which receives a single grade.

### Schools in France and outside North America

Beginning with the 2016 examination, schools in France used the proprietary computer grading program, *Viatique*. The exact procedures of this implementation were finalized prior to the 2016 exam and reviewed immediately after the exam to assess and establish procedures; it is expected that the process will closely resemble that used in North American schools but with adaptation necessary to accommodate the larger number of candidates and examiners in France.

The heads of examination centers in France have the anonymous papers transferred to their *Rectorat*. Outside France, papers are scanned directly in the examination center. Correctors will receive a login and password to access *Viatique* and mark the papers online. Correctors do not grade papers from their own schools.

### Schools in North America

Upon completion of the test, all examinations are scanned and transmitted overnight to the Lycée Rochambeau examination center, where they are immediately put on the proprietary computer grading program, *Viatique*, and assigned identifying numbers, assuring anonymity in the grading process. Correctors do not grade papers from their own schools.

At this time, the Subject Coordinator selects several representative exams covering both *sujet* options, as well as a representative range of grades, and provides access to all correctors. Correctors independently grade the exams, consulting the appropriate rubric (OIB Written Exam Rubric and/or Croquis Rubric), in preparation for an *entente* phone call. The purpose of this group call, organized by Lycée Rochambeau, is to standardize grading practices and discuss expected responses to the exam questions. The *Inspecteurs délégués* also participate in the *entente* phone call, guiding discussion and standardization as necessary. The phone call usually lasts between 1 and 2 hours.

Subsequently, grading of assigned exams begins, using the *Viatique* template. Correctors enter standardized markings and/or individual short responses as necessary. After consulting the rubrics, a score is assigned, using the full range of 0–20. Both Subject Coordinators and *Inspecteurs délégués* have real-time access to monitor the procedure and review individual grades if necessary.

*Inspecteurs délégués* monitor the grading process, and have the option of intervening if the grade deviates from expectations and averages.

## The Oral Examination

The following references to American OIB written exams are also to be found in Appendix 2, Document 0:

**Note de service n° 2015-192 du 16 novembre 2015** relative aux épreuves spécifiques de l'option internationale du baccalauréat

The oral exam is governed by this *B.O.E.N.* In the Annexe, there is a *fiche d'évaluation* that must be completed for each candidate, and is the legal record of the oral exam (see Appendix 2, Document 6).

## Description of the Oral Examination

The oral examination is 15 minutes in length and consists of two parts. While currently some differences exist between the oral examination procedure in North America and schools in France and outside North America, the goal and spirit of the exam remain the same for all American Section schools. A list of official questions is used in the examination. The official rubrics and the *fiche d'évaluation* are included in the Appendix.

In order to qualify as an oral examiner, teachers must have taught the *Terminale* program, attended a training session, and have observed mock orals as well as a morning of actual orals in an examination center, if possible. Oral examiners are selected by the Subject Coordinators and *Inspecteurs délégués* aided by a list of candidates submitted by each school.

The goal of the oral examination is for the candidate to present a coherent response to the questions, demonstrating an individual interpretation of the curriculum and the cross-relationship between disciplines and themes. Recitation of class material only is insufficient.

The spirit of the oral is for the examiners to allow the candidate to demonstrate his or her knowledge of the program rather than seeking to find out what the candidate does not know.

## Exam Centers in France and Outside North America

There are seven examination centers in France for oral exams: Lycée Magendie in Bordeaux, Lycée International in St-Germain-en-Laye, École Janine Manuel in Paris, Centre Internationale de Valbonne in Sophia-Antipolis, Cité Scolaire Internationale in Lyon, École Janine Manuel in Lille, and Lycée Saint-Vincent in Rennes. There are

five other international examination centers: Lycée Français de Shanghai, Lycée International Victor Segalen in Hong Kong, Lycée Jules Verne in Johannesburg, Lycée Melkior-Garré in Cayenne, and Lycée Français d'Irlande in Dublin.

## Exam Centers in North America

There are seven regional testing centers: Lycée Français Rochambeau in Washington, D.C., Lycée Français de New York in New York City, École Internationale de Boston, Lycée Français de Chicago, Awty International School in Houston, Lycée Français de San Francisco, and Lycée Français de Toronto.

## Responsibilities of the Examiner

Examiner responsibilities are uniform throughout the American Section. An *Inspecteur délégué* or examiner-in-training may be present but he/she may not take part in the exam. Candidates should be told that the presence of other adults in the room is for the examiner, not the candidate. Examiners manage their own orals using the following procedures.

## Common procedures for all oral exams

1. Examiners should verify the *convocation* and identification when they meet each candidate. Examiners must ensure that students sign the *feuille d'émargement* or other documents provided.
2. The candidate selects ONE question from the table or bag containing all preapproved questions, covering both disciplines; questions are arranged randomly face down if presented on a table. After reading the question and writing it down, the student should give the paper back to the examiner, who will return it to the bag of questions. The candidate is supplied with scratch paper to be used in the preparation room. All scratch paper should be collected by the examiner at the conclusion of the exam.
3. Examiners should give clear instructions to the candidate before the candidate leaves for the preparation room, ensuring that the candidate has a clear understanding of the examiner's expectations. These instructions should include the timing required for the presentation and a review of the exam format. Candidates should be made aware that they may refer to their notes during the exam and that their scratch paper will be collected at the end of the exam.
4. The candidate is taken to a separate preparation room, which contains a proctor. An additional supply of scratch paper is also made available in the preparation room.
5. The candidate is then given 20 minutes to prepare.
6. The selected question is returned to the table and the questions are reshuffled to avoid bias selection by subsequent candidates.
7. After 20 minutes of preparation, the examiner picks up the candidate and proceeds to the exam room.
8. Friendly, pleasant preliminary comments should help to put the candidate at ease and, where possible, give the sense of a relaxed atmosphere.
9. Examiners should not be intrusive, agitated, adversarial, or dismissive. An even and pleasant tone must be maintained throughout the exam, and examiners should remain neutral, not judgmental, simply asking the candidate to justify his or her argumentation if necessary. Examiners should maintain eye contact with the candidate most of the time, except for brief note-taking.

## Specific exam format for schools in France and outside North America

1. As elsewhere, the candidate makes a 7-minute presentation uninterrupted by the examiner. At the 6-minute mark, the examiner gently reminds the candidate that there is 1 minute left.
2. After the presentation, the examiner may ask follow-up questions to clarify information given in the presentation or ask other questions on the same discipline if the presentation is short, but will spend the second half of the orals asking questions on the curriculum of the second discipline. The intention is to accord approximately equal weight to both history and geography in the oral examination. The examiner's questions seek to determine the breadth and depth of the candidate's knowledge and understanding of the program.
3. At the end of the oral, the examiner collects the candidate's notes and ends the meeting with an upbeat comment.
4. Referencing the oral grading rubric, grades are determined holistically, meaning that the overall performance of the candidate is taken into consideration. Examiners enter their grades on the official *fiche d'évaluation* and keep a record for themselves.
5. Examiners give the *fiche d'évaluation* to the head of the examination center, who then enters the grades into the Éducation Nationale website for the Bac. Note: At some schools the examiner is expected to enter the grades.

## Specific exam format for schools in North America

1. In North America, there are two examiners present: one examiner in history, and one examiner in geography. Each examines his or her discipline.
2. The candidate makes a 7-minute presentation uninterrupted by the examiner. At the 6-minute mark, the examiner gently reminds the candidate that there is 1 minute left. At the end of the 7-minute examination, follow-up questions may be asked by the examiner to clarify information given, prompt recollection of course content if the candidate has struggled with the question, or to further probe the candidate's depth of knowledge.
3. The candidate then selects a number corresponding to a range of questions available in the second discipline. Examiners read the question aloud to the candidate and give him/her approximately 1 minute to think about the question and to make notes. After 1 minute, a discussion — not a formal presentation — follows between the second examiner and the candidate. Questions posed by the examiner are designed to elicit analysis of the subject. As in France, the examiner may ask other questions on different aspects of the second discipline.
4. At the end of the oral exam, the examiner collects the candidate's notes and ends the meeting with an upbeat comment.
5. Referencing the oral grading rubric, grades are determined holistically, meaning that the overall performance of the candidate is taken into consideration. Examiners enter their grades on the official *fiche d'évaluation* and keep a record for themselves.
6. Examiners give the *fiche d'évaluation* to the director of the examination center. The examination center enters the grades into the *Éducation Nationale* website for the Baccalauréat.

## History-Geography Exam Rooms must be provided with the following

1. A detailed schedule for each examiner of the orals to be conducted each day (3 per hour), including the names of the candidates and the times of the orals.
2. A sign-in sheet that each candidate signs upon entering, after identification documents have been checked.
3. Scratch paper.
4. An adequate number of *fiche d'évaluation* forms for the day's examination schedule.
5. The examiner will bring the official history and geography questions to be used in the exam.



## Chapter 6: OIB Students and University Admission

OIB candidates are fluent in at least two languages. Every day they face the rigorous and demanding task of working to a native-speaking standard in two languages while balancing the complexities of two cultures. They have a heavier workload than non-OIB students. The qualities of flexibility, resilience, tolerance, and independence they develop clearly make them ready for the challenge of university work.

The OIB and Advanced Placement examinations are very demanding and are considered equally valuable credentials for American university applications. Students who take both Advanced Placement and OIB American Option exams often earn similarly high scores on both examinations.

The OIB has the characteristics of the rigorous French Baccalaureate, with a greater number of subjects being studied than in American high schools, often including more languages. The OIB is a French national diploma, and therefore confers a French national credential for later academic or professional purposes. For universities outside France, an OIB diploma indicates that students have learned to think and write according to the rigors of the French dissertation while also having been encouraged to participate actively in class in the American tradition and to be creative in their thinking and writing.

### American University Admission

Since admission to American universities is granted before the OIB is taken and results are known (usually in early July), admission committees cannot take final examination results into account when considering applications. However, grades obtained in OIB courses give an indication of the candidate's likely performance on the Baccalaureate. Any candidate who chooses the OIB program has opted for the most challenging curriculum available in the French secondary school system. Succeeding in the program up through the period of college and university application bears witness to a very high level of academic ability. American colleges and universities frequently award advanced standing or course placement to students who pass the OIB with high grades, as they do to those with good Advanced Placement Exam results. In assessing a candidate's examination results, it is important to remember that French Baccalaureate grading is strict and that high grades are rare. A result of 16/20 is an outstanding achievement; 14/20 is attained only by the top candidates in an examination not taken by the majority of young people in France; and candidates achieving 12/20 are also strong candidates for university placement.

### Strengths of OIB Students

All over the world colleges and universities recognize the OIB as a strong indicator of academic promise and achievement. The OIB is devoted to educational excellence and high performance standards for students and faculty. Successful OIB students have demonstrated the ability to attain academic goals above and beyond the already rigorous college-preparatory program and acquire a cultural mobility that gives them different perspectives on their university studies, whatever the subject. OIB students have learned different approaches to thinking and methodology from two different educational systems, which provide unusual flexibility in problem solving or in adopting a suitable method for a particular task. In addition, the OIB program recruits dedicated and creative teachers committed to their students, their disciplines, and their profession. In support of the academic program, the OIB offers professional development opportunities for teachers and administrators worldwide. Because of such high performance standards for students and faculty alike, the OIB courses and exams are frequently recognized for the purpose of advanced credit at many North American, British, and other English-speaking colleges and universities.

## APPENDIX 1 — Language-Literature Documents

### Document 0: Official publications of the French Education Ministry regarding the Language-Literature curriculum and the OIB

**Note de service n° 2015-192 du 16 novembre 2015** relative aux épreuves spécifiques de l'option internationale du baccalauréat — Langue et littérature

**Note de service n° 2005-167 du 24 octobre 2005** modifiée relative à l'organisation des épreuves spécifiques de l'option internationale du baccalauréat

#### Programme de langue et littérature américaines au lycée

**Arrêté du 6 janvier 2015** fixant le programme de l'enseignement de langue et littérature américaines dans les sections internationales américaines conduisant au baccalauréat général, option internationale

**Note de service du 21 janvier 2015** fixant le programme limitatif de l'enseignement de langue et littérature américaines — sessions 2015 et 2016

**Note de service du 17 mars 2016** fixant le programme limitatif de l'enseignement de langue et littérature américaines — sessions 2017 et 2018

## Document 1: Oral Examinations Schedule Template for Language-Literature

Length of exam: 30 minutes. The exact times here are suggestions and may be changed according to needs, but the space between orals and the number of candidates should be respected.

Maximum number of orals per examiner per day: 10

5 mn pour :	Préparation	Épreuve	5 mn pour :	Note	NOM	Série	ÉMARGEMENT
vérifications	30 minutes	30 minutes		appréciations			
indications				notation			
signature							
08h25 - 08h30	08h30 - 09h00	09h05 - 09h35	09h35 - 09h40		Candidate#1		
09h00 - 09h05	09h05 - 09h35	09h40 - 10h10	10h10 - 10h15		Candidate#2		
09h35 - 09h40	09h40 - 10h10	10h15 - 10h45	10h45 - 10h50		Candidate#3		
<b>Break</b>							
10h50 - 10h55	10h55 - 11h25	11h30 - 12h00	12h00 - 12h05		Candidate#4		
11h25 - 11h30	11h30 - 12h00	12h05 - 12h35	12h35 - 12h40		Candidate#5		
<b>Lunch</b>							
14h00 - 14h05	14h05 - 14h35	14h40 - 15h10	15h10 - 15h15		Candidate#6		
14h35 - 14h40	14h40 - 15h10	15h15 - 15h45	15h45 - 15h50		Candidate#7		
15h10 - 15h15	15h15 - 15h45	15h50 - 16h20	16h20 - 16h25		Candidate#8		
<b>Break</b>							
16h25 - 16h30	16h30 - 17h00	17h05 - 17h35	17h35 - 17h40		Candidate#9		
17h00 - 17h05	17h05 - 17h35	17h40 - 18h10	18h10 - 18h15		Candidate#10		

## Document 2: Literature Syllabus Template

### *Baccalauréat Français, Option Internationale (OIB) Américaine* Syllabus for the Language-Literature Examination

A total of 12 texts will be studied for the examination reflecting diversity in ethnic background and gender. Six texts will be studied in common by all candidates. The remaining texts will be chosen freely by individual sections/schools. *Hamlet* will be the in-depth text studied in common by all schools. The remaining two texts in depth will be chosen freely by each section/school (from the poetry and novel section).

The following are the works:

1. One Shakespeare play: *Hamlet*\* (**CORE**)
2. Three 19th-/20th-/21st-century English-language works of prose fiction (one of which should be American):
  - a. *The Scarlet Letter* by Nathaniel Hawthorne (**CORE**)
  - b. Free Choice
  - c. Free Choice
3. Two English-language playwrights (one of whom should be American):
  - a. *Death of a Salesman* by Arthur Miller (**CORE**)
  - b. Free Choice
4. Two English-language poets (one of whom should be American):
  - a. A selection of 8 poems: Urban Voices: From the ‘hood’: Langston Hughes, Rita Dove, Nikki Giovanni, and Martín Espada (**CORE**)
  - b. Free Choice
5. Three Works of World Literature (which may be in translation)
  - a. *Clear Light of Day* by Anita Desai (**CORE**)
  - b. Free Choice
  - c. Free Choice
6. Two English-language nonfiction works:
  - a. Letter from Birmingham Jail, by Martin Luther King Jr. (**CORE**)
  - b. Free Choice

## Document 3: Detailed Description of the Oral Examination

### OIB Language-Literature Oral Exam Instructions

Candidates are given a passage by the examiner of not more than 40 lines from one of their three works in depth: *Hamlet*, a novel, or a poem.

This passage is prepared in a room with other students where ID cards and *convocations* are checked. No personal notes, cell phones, or dictionaries are available. The student prepares the first half of the oral exam, situating the passage in the work as a whole, analyzing it thematically and stylistically, and linking it to two other works on the syllabus.

After 30 minutes, the examiner takes the candidate to the exam room where the student is invited to read a part of the passage and to speak for at least 10 minutes uninterrupted. The reading of the passage is not graded. If the candidate encounters difficulties of any sort, the examiner will help out with questions. After 10 minutes of commentary, the candidate should move on to making stylistic and thematic links with two other works on the syllabus, if possible, to either or both of the other works in depth. If the commentary appears to exceed 10 minutes, the examiner reminds the candidate that it must be finished up. Links to other works should be well developed, lasting a good 2 minutes for each one. This is the opportunity for candidates to lead the examiner toward themes and stylistic devices they are particularly interested in. During the entire oral exam the examiner will be taking notes on a document to be kept for a year in case of questions of any sort. If candidates leave out important elements of the passage, the examiner should ask questions in order to give them a chance to complete their commentary.

In the second half of the oral exam, the examiner asks questions about other works on the syllabus, often following the lead given by the student. All three works in depth must be touched on, and, ideally, another three to six works. Since this is a literature exam, students are awarded extra points if they spontaneously speak about style without prompting from the examiner. At the end of the oral the examiner collects all the notes taken by students during the preparation period.

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#### FIRST HALF (15 minutes) Candidate leads

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Introduction: Situation and Thesis (1 minute)

Commentary: Parts and Detailed Analysis (9 minutes)

Links: Stylistic and thematic comparison to two other works (5 minutes)

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#### SECOND HALF (15 minutes) Examiner leads

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Thematic and stylistic questions on four to six other works on the syllabus are discussed in a literary conversation.

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### First Part of the Oral (15 minutes)

#### Introduction

Situation of the passage within the work as a whole, thesis to be defended: 1 to 2 minutes maximum. **The conclusion should be given in the introduction.** Unlike in French orals, OIB students should immediately state what the passage is about and why it is important in the work as a whole.

For example, Hamlet's last soliloquy takes place before he is sent to England by Claudius and just after he has learned of Fortinbras's moving toward Denmark. Thus, like in his first soliloquy, Hamlet compares himself unfavorably with someone more involved in a death than himself (the Player in the first case, Fortinbras this time). However, in this last soliloquy, Hamlet is less self-critical, more prone toward action, even if his last words are "My thoughts be bloody, or be nothing worth," hinting at more thinking and less action. The candidate's introduction should entail a **brief** comparison of Hamlet's state of mind and level of resolution at this point in the play to earlier moments when he had more doubts concerning Claudius's guilt and his own ability to avenge his father's murder.

## Commentary (8 to 9 minutes)

### A. Defining Parts (1 to 2 minutes)

The candidate should point out (without giving precise line numbers) various movements and shifts in the passage. Changes in ideas should be noted, progressions defined. In order to find these, the student should look for changes in **tone**. Where does an author, narrator, character, or persona move from anger to self-pity, from cool reasoning and detachment to an emotional outburst? Why? These changes in tone are often signaled by punctuation (exclamation marks especially), indentations, or a change in line length. Once the passage or poem is divided into parts according to different ideas and tones, the examiner will have a clear indication of the candidate's understanding of it. The candidate will also have a clear outline from which to proceed.

### B. Detailed Analysis (6 to 8 minutes)

Here, the candidate should go down through the passage, not in a strictly linear fashion as in a French *explication de texte* (there will not be enough time to do so). However, the passage should be followed more or less chronologically to make it easier for the examiner to follow and for the student not to forget important elements. This is what is meant by **linear but not too linear**. The main ideas must be explained and important stylistic devices pointed out: metaphors, similes, sounds (alliteration, assonance, and consonance), line length if important, repetitions, and striking images, especially those that recur in the work as a motif. In all cases, **style must be linked to meaning**.

### C. Conclusion (1 minute)

Without any unnecessary repetition, a conclusion should be once again drawn as to the overall importance of the passage within the work as a whole. For example, one might conclude that Hamlet's last soliloquy foreshadows the last act of the play. Though he has not yet learned, through his experience on the boat to England, that he is able to act swiftly and wisely, or that, perhaps, divine providence is something to be counted on, Hamlet, nonetheless, here shows that he is more ready to act than earlier in the play.

### D. Links (4 to 5 minutes)

This is the moment when candidates take the oral into their own hands. Though it may appear difficult to link a passage to other works on the syllabus, this is not hard if one takes into account both stylistic and thematic possibilities. For example, if the passage given is a soliloquy (to continue our *Hamlet* example), it suffices to find a moment of self-reflection in any other work on the syllabus: Willie's monologues, Marlow's self assessments, or Blanche's movements into the past, for example.

A student may choose to make a comparison based on a similar theme (self-doubt or recrimination, determination, bravery in the face of adversity, fate versus free will, introspection versus action, illusion versus reality, knowledge through suffering, and so forth).

To complete the comparison, style must be taken into account. Shakespeare uses soliloquies as does Arthur Miller, but not always for the same purposes. Conrad uses multiple narrations, both subjective and retrospective, to convey different points of view, as do Toni Morrison, F. Scott Fitzgerald, and other authors. So the possibilities for links are nearly endless and candidates are encouraged to use whatever comparisons or contrasts they deem interesting and are able to sustain for more than just a sentence. To develop links it is necessary to speak both about what is similar and different in two works, both stylistically and thematically.

## Second Part of the Oral (15 minutes)

This part of the oral is intended to be a conversation between the candidate and the examiner in which different points of view are exchanged, moving from one work to another according to the depth of knowledge and opinions of the candidate. The examiner will be looking for what candidates know, not what they do not know. Students are encouraged to be active and to speak about style as often as possible, always in relation to the author's aims. The more sophisticated the literary analysis, the richer the exchange will be.

The oral exam is not a place to teach. Examiners should not ask leading questions, look for specific answers, expect certain interpretations, or in any way suggest that the student should respond in a particular way. A minimum of five of the 13 works should ideally be discussed during the 30-minute oral exam.



# Document 4: Note-taking Document for Literature Oral

Name of Examiner: \_\_\_\_\_ Name of School: \_\_\_\_\_

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

## Literature Oral Exam Notes

Passage given: \_\_\_\_\_ Commentary begins: \_\_\_\_\_

Links made by student: \_\_\_\_\_ Ends: \_\_\_\_\_

Tick the boxes of works you touch on during the oral:

Shakespeare	Novel	Poetry
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Works in depth:

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Other Works:

Novel	Novel	Play	Play	Poetry	World Lit	World Lit	World Lit	Nonfiction
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Notes:

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Stylistic devices touched on:

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Overall impression: \_\_\_\_\_ Grade: \_\_\_\_\_

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## Document 5: Grading Rubric for the Essay

### Assessment Rubric for OIB American Option Written Examination: Essay

*N.B.* A short response may require assessment to be lowered.

Category	Below Level -0.5 or more at the discretion of the examiner					
	Level 0 + 0.0	Level 1 + 0.5	Level 2 + 1.0	Level 3 +1.5	Level 4 +2.0	
<b>Knowledge &amp; Understanding</b>	No true understanding or first-hand knowledge shown. Factual inaccuracies void argument.	Some understanding but superficial. Learned response replaces first-hand knowledge. Factual inaccuracies affect argument.	Satisfactory understanding and knowledge. Development may be limited with some inadvertent or minor factual inaccuracies.	Good overall understanding. Knowledge is full and developed.	Very good and thorough understanding, including some subtlety. Levels of meaning are apparent.	Excellent understanding, including some subtlety. Levels of meaning are apparent. Detailed and pertinent knowledge.
<b>Response to the Question</b>	Off subject or no clear response discernible. Observation, commentary, or opinion may be present but no attempt to form an argument.	Response is partial or muddled. Argument is directed at the question but may be confused or superficial.	A satisfactory response to the main implications of the question. Some aspects of the question may be ignored.	A good response. Argument addresses the question but may need more development.	A very good response. Argument is complete and well targeted, and the question is well understood.	An excellent response. Argument demonstrates original thought and addresses the question with clarity and depth.
<b>Analysis &amp; Depth</b> (Includes discussion of style at Level 2 and above)	Plot summary or generalizations dominate. No successful attempt at analysis.	Plot summary or generalizations are frequent. Little or unsuccessful analysis.	Inconsistent analysis that does not always address important elements. Analysis may be uneven or lacking in depth.	Good analysis that appropriately addresses important elements. Generally appropriate analysis of style illustrated by relevant examples.	Very good analysis. Thoughtful, pertinent analysis of style.	Excellent analysis and argumentation. Insightful, sophisticated, and coherent analysis of style.
<b>Organization of the Essay &amp; Integration of Evidence</b>	No logical sequence of ideas. Chronological confusion. Development is so inadequate that clarity is in danger of dissolving completely.	Weak or mechanical structure. Development is barely adequate and examples are either impertinent or lack clear connection to the argument.	Satisfactory structure and development. Sequence of ideas generally logical. Examples not always pertinent and integration may be awkward.	Good structure with some transitions. Sequence of ideas logical. Examples are generally pertinent and most often integrated appropriately.	Very good essay structure with solid transitions. Clear development throughout and good integration of supporting evidence.	Excellent essay structure with clear transitions. Carefully planned, persuasive development throughout. Sophisticated integration of supporting evidence.
<b>Expression</b>	Meaning often cannot be surmised. The essay is very difficult to read.	Prose can be read and its meaning surmised even if hampered by weak control (or French interference).	Prose conveys the writer's ideas adequately. Vocabulary is sufficient and notions of good English usage are evident if sometimes inconsistently applied.	Prose shows evidence of good writing skills. Lapses are minor and do not impede understanding. Some care is shown in word choice and register.	Prose is clear and coherent. A rare lapse does not mar ideas or flow. Effective use of vocabulary and register.	Prose is articulate, fluid, and displays an excellent command of written language. Sophisticated use of vocabulary and register.
Totals						

Adopted Nov 2015 OIB

## Document 6: Grading Rubric for the Commentary

### Assessment Rubric for OIB American Option Written Examination: The Commentary

*N.B.* A short response may require assessment to be lowered.

Category	Below Level	Level 0	Level 1	Level 2	Level 3	Level 4
	-0.5 or more at the discretion of the examiner	+ 0.0	+ 0.5	+ 1.0	+1.5	+2.0
<b>Understanding the Text</b>	Flawed to seriously flawed understanding. No awareness of levels of meaning, such as effect of voice or tone.	Basic denotative understanding. Fanciful or ineffective attempt to find meaning on another level.	Fair but awkward understanding of much of the text. Plausible sense of deeper meaning. Some sense of voice/tone.	Fair understanding with coherent sense of some deeper meaning in much of the text. Accurate sense of voice/tone.	Good understanding of whole text, including the use of voice, tone, and levels of meaning.	Excellent interpretation. Shows understanding of complexity and subtleties implied by text.
<b>Analysis &amp; Use of the Text</b>	A paraphrase or superficial commentary with little to no textual basis. No attempt at analysis.	Superficial commentary with some textual basis. Little or fuzzy analysis. May summarize rather than analyze, or struggle to prove anything.	Satisfactory analysis of some textual features. Relevant but limited use of text, or a mix of relevant and irrelevant.	Satisfactory analysis of several important textual features. Mostly relevant use of text that provides evidence of deeper meaning.	Good analysis supports commentary throughout. Quotes well chosen and pertinent. Probes the meaning of the text.	Insightful analysis. Textual usage full and telling. Commentary digs far beyond the obvious.
<b>Appreciation of Literary Features</b>	Appreciation of literary features absent or fanciful. No accurate use of literary terminology.	Some notion of voice or other literary features, but comments are inaccurate or scarce. No apparent ability to relate these to meaning.	Limited sense of literary features. Relevant stylistic devices may be accurately identified, but discussion is often superficial or relation to meaning very hit and miss.	Good sense of some literary features. Several relevant devices are identified and discussed. A few comments may be awkward or inconsistent.	Good sense of text as literature. Includes real discussion of style with varied use of terminology. Good ability to relate style to meaning.	Excellent appreciation of literary features. Comments grounded in style with use of precise, detailed terminology. Discussion always directed at meaning.
<b>Organization</b>	No development of any argument. Incoherent, strictly linear, or simply rambling paragraphs.	Weak structure. Little development or too short. Some ordering of ideas but logical flow or focus is broken.	Some evidence of good structure, but overall development remains unfocused, mechanical, or clumsy.	Mostly coherent structure. Paragraphs have clear focus, but the whole lacks some development.	Coherent, well-developed paragraphs. Good use of commentary structure.	Flowing and persuasive paragraphs. Elegant and effective use of commentary structure.
<b>Expression</b>	Meaning often cannot be surmised. Commentary difficult to read due to consistent mistakes.	Prose can be read and meaning surmised, but expression frequently shows weak control (or French interference).	Prose mostly conveys the writer's ideas, but language can be clumsy, heavy, or marred by errors amidst a sometimes clear expression.	Prose mostly clear and coherent. Minor lapses, even if frequent, do not impede understanding. Some care and consistency shown in word choice and register.	Much evidence of strong writing skills. Lapses easily corrected. Often careful and effective use of vocabulary and register.	Articulate and fluid. Excellent and effective use of vocabulary and register. A pleasure to read.
<b>Totals</b>						

Adopted Nov 2015 OIB

# Document 7: Oral Examination Grading Rubric in English

Assessment Rubric for the Oral Examination in the American Option (OIB)

Examination Center: \_\_\_\_\_ Academy: \_\_\_\_\_

Candidate’s Name: \_\_\_\_\_ School: \_\_\_\_\_

Passage Presented: \_\_\_\_\_

N.B.: A commentary that is too short or too long may require assessment to be lowered.

Commentary on text given		Context		Expression	
(10 minutes)		Links (5 minutes) and General discussion of the program (15 minutes)			
A clear lack of knowledge or a misinterpretation of the text.	0-1 pt	Inability to make links to other works. No acquaintance with works and background.	0-1 pt	(Below OIB level) Expression is inaccurate making meaning unclear. Student struggles to communicate clearly or is uncommunicative.	0-1 pt
Basic or superficial understanding of the text. An attempt at analysis is made but the arguments are not developed.	2 pts	Little or no ability to make links. Scant familiarity with the program.	2 pts	(Below OIB level) Expression is inaccurate, but ideas do come across. Ideas expressed simply. Difficulty in interacting, leaning heavily on examiner intervention.	2 pts
Acceptable level of understanding of the text. An argument is defined but not sustained. Student shows some ability to analyze the text.	4 pts	Can make some links but does not develop them. Some familiarity with the program, but ideas only partially developed.	4 pts	Clear and satisfactory communication of ideas. Ability to engage with the examiner.	4 pts
Good understanding of the text. Student sets out clear arguments. Good attention paid to style in relation to meaning.	5 pts	Interesting links made with some development. Good knowledge of program. Student shows some understanding of stylistic features.	5 pts	The expression effectively communicates the student’s ideas in a fluent and accurate way. Confident exchange with the examiner.	5 pts
Excellent understanding of the text. Arguments are sophisticated. Student shows an excellent ability to explore how style informs meaning.	6 pts	Excellent links made that are fully developed. Excellent knowledge of the program. Student confidently addresses stylistic features.	7 pts	Effective, nuanced, and articulate communication. Makes use of a wide range of literary terminology.	7 pts
Mark A out of 6	/6	Mark B out of 7	/7	Mark C out of 7	/7

Adopted November 2015 OIB Student’s total mark (A+B+C) = /20 \_\_\_\_\_

Examiner’s Name: \_\_\_\_\_ Signature: \_\_\_\_\_

# Document 8: Oral Grading Rubric in French for Language-Literature (B.O.E.N. fiche d'évaluation)

Annexe 1: [http://cache.media.education.gouv.fr/file/43/32/6/ensel6226\\_annexe1\\_499326.pdf](http://cache.media.education.gouv.fr/file/43/32/6/ensel6226_annexe1_499326.pdf)

BO LE BULLETIN OFFICIEL DE L'ÉDUCATION NATIONALE		Bulletin officiel n° 43 du 19-11-2015			
<b>Annexe 1 - Fiche d'évaluation pour l'épreuve orale de langue et littérature de l'OIB</b>					
Série :		Langue :			
Session :		Académie :			
Nom de l'élève :		Prénom de l'élève :			
Nom de l'établissement :		Ville :			
Pour chacune des trois colonnes, situer la prestation du candidat à l'un des cinq degrés de réussite et attribuer à cette prestation le nombre de points indiqué (sans le fractionner en décimales) de 0 à 6 ou 7.					
Niveau de lecture du ou des textes		Culture littéraire		Expression orale	
Explication partielle ou confuse de la nature et de l'intérêt du ou des textes.	0 ou 1 pt	Aucune référence à l'environnement littéraire du ou des textes (genre, courant, figures emblématiques, etc.).	0 ou 1 pt	Exposé hésitant, vocabulaire pauvre, syntaxe erronée. Interaction difficile.	0 ou 1 pt
Explication acceptable du sens et de l'intérêt du ou des textes.	2 pts	Références sommaires à l'environnement littéraire du ou des textes.	2 pts	Exposé clair mais vocabulaire simple, syntaxe élémentaire. Comprend les questions simples et peut répondre.	2 pts
Explication nuancée du sens et de l'intérêt du ou des textes, avec recours à des outils méthodologiques pertinents.	4 pts	Tentative de mise en perspective du ou des textes dans son / leur environnement littéraire.	4 pts	Exposé clair, vocabulaire précis, syntaxe courante maîtrisée. Interaction satisfaisante.	4 pts
Explication nuancée du sens et de l'intérêt du ou des textes, avec recours à des outils méthodologiques pertinents ; perception de l'implicite.	5 pts	Mise en perspective pertinente du ou des textes dans son/leur environnement littéraire.	5 pts	Exposé très clair, vocabulaire précis, étendu et varié, syntaxe complexe. Bonne interaction.	5 pts
Analyse fine bien conduite. Argumentation convaincante.	6 pts	Mise en perspective originale et personnelle du ou des textes dans son/leur environnement littéraire et dans son/leur contexte culturel.	7 pts	Interaction riche et aisée qui tire le meilleur parti des interventions de l'interlocuteur.	7 pts
<b>Note A sur 6</b>	<b>/ 6</b>	<b>Note B sur 7</b>	<b>/ 7</b>	<b>Note C sur 7</b>	<b>/ 7</b>
<b>Appréciation</b>					
Note totale de l'élève (A+ B+ C) = / 20					
Date de l'épreuve :		Examineur			
		Nom : ..... Prénom : .....			
		Signature :			
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# Document 9: Examiner’s Report for the Written Examination

Examiner’s Name: \_\_\_\_\_ Exam Session: \_\_\_\_\_

N° of exam papers corrected: \_\_\_\_\_ School being examined: \_\_\_\_\_

## Overall Average of Grades Given

### Essay Questions

N° of students who answered question	1)	2)	3)	4)
--------------------------------------	----	----	----	----

### Range of Grades Given

8	9	10	11	12	13	14	15	16	17	18	19	20

Average grade on essays:

General Comments on how questions were answered:

### Commentary

N° of students who answered:	Prose commentary	Poetry commentary
------------------------------	------------------	-------------------

### Range of Grades Given

8	9	10	11	12	13	14	15	16	17	18	19	20

Average of grades on the commentary:

General Comments on how commentary questions were answered:

Creative Writing: \_\_\_\_\_

Topics chosen and number of students: \_\_\_\_\_

Range of Grades given: \_\_\_\_\_

Average grade given on creative writing: \_\_\_\_\_

General remarks on creative writing pieces: \_\_\_\_\_

# Document 10: Examiner's Report for the Oral Examination

Examiner's Name: \_\_\_\_\_ Exam Session: \_\_\_\_\_

N° of orals conducted: \_\_\_\_\_ School being examined: \_\_\_\_\_

Average of grades given on the oral examination: \_\_\_\_\_

## Oral Examinations

List of passages used by the examiner

<i>Hamlet</i>	Novel	Poetry

Range of Grades Given

8	9	10	11	12	13	14	15	16	17	18	19	20

General Comments on text commentary section of the oral:

General Comments on discussion section of the oral:



## Appendix 2 — History-Geography Documents

### Document 0: Official publications of the French Education Ministry regarding the History-Geography curriculum and the OIB

**Note de service n° 2015-192 du 16 novembre 2015** relative aux épreuves spécifiques de l'option internationale du baccalauréat

**Note de service n° 2005-167 du 24 octobre 2005** modifiée relative à l'organisation des épreuves spécifiques de l'option internationale du baccalauréat

**OIB – Programme d'histoire-géographie en classe de terminale.** Arrêté du 2 octobre 2013 (annexe 4) fixant le programme d'enseignement de l'histoire-géographie dans les classes terminales conduisant au baccalauréat général, option internationale

## Document 1: History Syllabus

The curriculum for both subjects periodically undergoes systemic review. For details on the curriculum presented below, and to check for alterations and/or updates, contact your regional History-Geography Subject Coordinator or visit the AAMIS site ([aamis.net](http://aamis.net)) History-Geography tab.

### History Curriculum

#### Theme 1: The Relationship of Societies to Their Past:

History and Memory of World War II or some other memorial theme in American history from the 20th century.

##### Key Questions

- In what ways have World War II or the Vietnam War been remembered over time? How have different groups remembered these wars differently?
- Examples: World War II, Algeria, Vietnam War

##### Going Further (on Vietnam):

- I. Evolution of popular memory and historiography of the war
- II. The war in popular culture: cinema, TV, music, literature
- III. Vietnam War Memorials
- IV. Memories of the war: the war seen by veterans; by “boat people”; antiwar protesters; war supporters
- V. The sources used by historians for writing about the war: examples

#### Theme 2: Ideologies and Opinions from the Late 19th Century to the Present:

##### The Media and Public Opinion:

##### Key Questions

- How has the role of the media influenced the formation and expression of public opinion in political crises in France, and how has the role of the media influenced the formation and expression of public opinion in political crises in France and the world since the end of the 19th century?
- How do politics shape the relation between the media and public opinion?
- How do different forms of media interact with each other in forming public opinion?

##### Case Studies:

1. The Dreyfus affair
2. 6 February 1934
3. May 1968

Suggestions: replacing one French case with Vietnam

##### Going Further:

- The development of the daily newspaper in France; *Le Canard enchaîné*; The press and World War I; The development of radio and the newsreel between WWI and WWII; Propaganda and censorship during WWII; The development of the media after WWII: news magazines, television, radio; internet, public opinion, and politics.

## Theme 3: World Powers and International Tensions Since 1918

1. The pathway to becoming a world power: The United States since 1918

### Key Questions

- What steps did the U.S. take to become a world power?
  - What military, political, ideological, economic, and cultural factors have contributed to making the United States a world power?
  - To what degree can the pathway to power for the United States and China be compared?
  - How was the notion of power shaped and transformed by the United States in the 20th century?
1. Diplomatic Power: Wartime conferences: Atlantic Charter; Bretton Woods; Yalta and Potsdam Conferences
  2. Hard Power: Development and uses of the Atomic Bomb: Hiroshima and Nagasaki; Nuclear Diplomacy; M.A.D., the Gulf War 1990–1991
  3. Soft power

### Going Further:

- I. 1918–45: From Isolationism to War  
(New French history books mention the Monroe Doctrine and Open Door policy as an introduction to this unit.)
    - A. The attempt to impose a peace settlement
      - ♦ 14 points, Paris Peace Conference; Henry Cabot Lodge and the League of Nations
    - B. 1920–1941 Power without obligation: The U.S. preserves its interests
      - ♦ From U.S. intervention in the Russian Civil War to Lend-Lease
      - ♦ Dawes Plan 1924; Kellogg-Briand Pact 1928; 1930 Smoot-Hawley Tariff; Stimson Doctrine 1931; Good Neighbor Policy 1933; Recognition of the USSR 1933; Neutrality Acts 1935–39; Cash and Carry; Lend-Lease 1941; The Atlantic Charter 1941
  - II. The Postwar World: The United States Disseminates Its Power in a Bipolar World
    - A. The United States in the World in 1945–1949
      - ♦ G.A.T.T.; Truman Doctrine; the creation of the NSC and CIA; Marshall Plan; NATO
    - B. 1945–2001: U.S. Unilateral Intervention
    - C. Reagan and the Second Cold War
      - ♦ Reagan and Star Wars
    - D. American “Soft Power”
  - III. The United States in the World Since the End of the Cold War: The Hyper-Power as World Police
    - ♦ The U.S. as World Arbitrator: The Washington Accords 1993
2. The path to becoming a world power: China  
China and the World since the founding of the People’s Republic of China (1949)

### Key Questions

- What steps did China take to become a world power? How was the notion of power shaped and transformed by China in the 20th century?
- What military, political, ideological, economic, and cultural factors have contributed to making China a world power?
- To what degree can the pathway to power for the U.S. and China be compared?

**Historical Examples:**

1. The Great Leap Forward and the Cultural Revolution
2. The Four Modernizations of Deng Xiaoping, 1978
3. China on the International Stage: The United Nations (evolving role in 1945, 1971, today); role in the Korean War

**Going Further:**

- I. 1949–1980: The quest for power through recovery of sovereignty and the development of influence in Asia
  - A. Adoption and Rejection of the Soviet Model
    - ♦ Sino-Soviet Treaty of Friendship 1950; China and the Bandung Conference; The Hundred Flowers Campaign; The Great Leap Forward; The Sino-Soviet split 1960–1961; The Chinese Atomic Bomb 1964; The quest for recognition of the People’s Republic; The Cultural Revolution; The Four Modernizations of Deng Xiaoping December 1978
- II. 1950–2010: China and the Pursuit of its National Interests on the International Scene
  - A. Examples of Foreign Intervention in Asia
    - ♦ The Korean War; Aid to Vietnam; Sino-Vietnamese War; Tibet
  - B. Examples in Diplomacy
    - ♦ Détente with the United States 1971–1979; MFN Status with the United States; China and the WTO, 2001; Sino–Japanese Rapprochement
  - C. China asserts its power in the world
    - ♦ The Chinese Diaspora; The Chinese Military Buildup; China emerging as a new geopolitical center in East Asia (support for North Korea, development of partnerships with Russia, development of its influence in Southeast Asia); Chinese economic and financial influence in Asia and the World; China opens to the world 1979; Special economic zones; China in Africa, economic influence
- III. A region in conflict: The Near and Middle East since World War I.

**Key Questions**

- Why the conflicts in the region continue to resonate in the world today.
- Taking the examples of your choice, explain why the historical origins of conflicts in the Middle East continue to resonate in the world today.
- Historical Examples:
  - ♦ The Arab-Israeli Conflict(s), rivalries between states
  - ♦ Resources: (including: oil, water, land)

**Going Further:**

- I. 1918–1923: A Region of Conflict
  - A. The breakup of the Ottoman Empire: Map
    - ♦ Sykes-Picot Accords
- II. 1922–1948
  - B. The role of Nationalism, Militarism, and Socialism in regional conflict
    - ♦ The Mandate system; Zionism; Pan-Arabism; Islamism
- III. 1956 — Regional Conflicts with International Overtones
  - ♦ The Arab-Israeli Wars; The Camp David Accords, and the Washington (Oslo) Accords; The Iranian Islamic Revolution and U.S. Hostage Crisis; Iran-Iraq War; Lebanese Civil War; Iraq invasion of Kuwait and U.S. reaction

## Theme 4: The Scales of Governance in the World from 1945 to Today

**NOTE:** DBQs may be generated from the topics in this theme without any specific case studies required.

- A. The Nation-State Scale: Governing France since 1946 (State, Government, and Administration)

### Key Questions

- What is a “nation-state”?
- What is the role of the state in France?
- How has the role of the state changed?
- What are the consequences of these changes on the idea of the “nation”? Impact on French society? e.g., integration of immigrants

- B. The European Scale: Europe since 1948

### Key Questions

- How has the idea of a common political entity for Europe evolved since 1948?
- What issues must sovereign states address when they integrate into the E.U.?
- What are the steps that have been taken to integrate Europe?
- Has the development of the E.U. as a political entity led to making Europe a major world power?

- C. The Global Scale: World Economic Governance since 1944

### Key Questions

- How has global economic governance developed since 1945?
- Who/What are the actors in global economic governance, and what are their goals?
- How effective are the different systems in place?

## Theme 5: The United States Since 1945

### Key Questions

- How have social movements and struggles for equality affected change in the United States since 1945?
- What were the political/social/economic issues for each decade?
- How have conservatism and liberalism evolved in the U.S. since 1945? Consider political parties, presidents, interest groups, and views regarding the role of government.
- What has been the impact of religion on U.S. politics and society since 1945?

**NOTE:** While there will be no questions on the New Deal and FDR, students must have an understanding of the New Deal to be able to discuss (in orals only) how subsequent presidents have continued (or not) its legacy.

### Historical Examples:

1. The Great Society
2. Conservatism: The Reagan Revolution
3. Religion and society in the U.S. (effect on social causes; effect on politics as a unifying or divisive factor; religion and the courts; religious plurality; role in education with a reference to the Scopes trial — but there will be no question on the Scopes trial). Note that, while there may be a question on religion and society on the orals, this will not be the subject of a written question.

### Key Questions

- How has religion shaped U.S. society?
- How has religion affected politics in the U.S.?
- How has the role of religion evolved in U.S. society?

### Possible Thematic Approach to Theme 5:

- I. American History Domestic Survey
  - A. Presidential Administrations
  - B. Evolution of Political Parties since the New Deal
- II. Themes in American History since 1945
  - A. Social Movements in Struggles for Equality
    1. African-American Civil Rights Movement
    2. Feminism and the Women's Rights Movement
    3. Gay Rights Movement
  - B. Key issues of the 1950s, 1960s, 1970s, and 1980s
  - C. The Welfare State and Defining the Role of American Government
    1. LBJ's Great Society Programs and Their Legacy — Case Study
    2. Rise of Conservatism: Reagan Revolution — Case Study

# Document 2: Geography Syllabus

## Geography Curriculum

### Theme 1: Understanding the World Through Maps

#### Chapter 1 — Maps/tools to represent and understand the world's complexity

##### 1. Understanding and analyzing maps

#### Key Objectives

- Identify the types of maps
  - Identify the types of maps according to the techniques used
  - Analysis and critical study of maps
    - ◆ Basic information regarding maps (definitions, types, key elements)
    - ◆ Examples of maps (Mercator/Peters maps, maps centered on Europe/America/the Pacific, examples of historical maps altered for propaganda purposes, etc.) to illustrate how projection, view/centering, and scale can affect/alter a map's message.
- ##### 2. Understanding and analyzing the world today

### Theme 2: Dynamics of Globalization

#### Chapter 2 — Globalization pattern

Teachers pick an example for the case study in Part 1. French textbooks offer abundant resources on a few examples of products, such as cell phones or coffee.

Case study demonstrates how the chosen example reveals the process of globalization through trade and the location of the various activities and actors involved in the production and consumption of the product. The example can also raise some issues/criticisms addressed to globalization, examined in Chapter 5.

- ##### 2. Mobility, flows, networks of the globalized economy/globalization
- ◆ Globalization as a geohistorical process.
  - ◆ The different types of flows and their organization.
  - ◆ The role of different actors in globalization.

#### Chapter 3 — Territories in a Globalized Context

Suggested approach

Cores and peripheries of the globalized world to better grasp the impact of globalization.

##### 1. Case Study — An example of a world city

Teachers pick an example of their choice for the case study in Part 1. French textbooks offer abundant resources on a few examples of world cities such as New York or Shanghai.

The case study illustrates how the chosen example reveals the characteristics and functions (economic, political, cultural) of a world city. The case study can also address the issues/challenges world cities face due to population growth, urban sprawl, obsolescence, etc.

- ##### 2. Geostrategic study of maritime spaces
- ◆ How and why littorals have become strategic spaces in the globalized economy (key role in trade, concentration of activities and population).
  - ◆ Analysis of the various resources littorals can provide (fishing, minerals, energy, etc.) and of the international community's efforts to enforce laws, treaties, and agreements.
  - ◆ Study of disputed littorals, e.g., the Arctic and the South China Sea.



## Theme 3: Geographical Dynamics of Some Continental Areas

### Chapter 4 — The Americas; power of the North, affirmation of the South

#### Suggested approach

The last three chapters of the curriculum aim at changing the scale of the analysis and look at globalization's processes and consequences (identified in Chapters 2 and 3) at the continental, national, and local levels.

Lesson should offer a comparative approach

1. The Americas, between tensions and regional integration
2. The United States, Brazil: world role and territorial dynamics
  - ♦ The economic dominance of the U.S. and Brazil in their regions
  - ♦ The extent of their power and influence (the U.S., a declining world power or superpower? Brazil, an emerging country/power?) in different areas (e.g., the economy, diplomacy, culture)
  - ♦ Analysis of the territorial assets of both countries, measure the territorial impact of their integration to globalization, and look at some key issues/challenges (socio-spatial inequalities, environment, etc.)

### Chapter 5 — Africa and Development Challenges

1. Africa facing development and globalization
  - ♦ Development challenges in Africa — demographic growth and urbanization, economic growth and social disparities, access to resources (food, water, healthcare) and persisting difficulties that prevent further improvement (economic choices — export-based economies — quality of infrastructure, political instability/corruption/tax issues). Recent growth experienced by African countries.
  - ♦ The extent to which globalization can be an opportunity for Africa — long-lasting dependence (resources exploited by foreign countries, rentier economies, foreign aid), but also recent signs of a better integration (growth of Africa's share in world trade, improvement of infrastructure and communication, regional organizations/trade blocs, investments, new attractiveness and partnerships)
  - ♦ Lesson can look at the new organization of the continent and show how globalization has affected countries' development — South Africa as continent's powerhouse, "integrated peripheries," margins

### Chapter 6 — South and East Asia; Economic Growth Challenges

Suggested approach

**NOTE:** Area must be clearly defined to include **BOTH** South Asia and East Asia.

1. Mumbai, between modernity and inequality (case study)
  - ♦ An analysis of the growth and development of Mumbai and its progressive integration to the globalized economy — economic and cultural capital of India, major Indian "interface," projects to increase Mumbai's attractiveness (e.g., Mumbai Vision)
  - ♦ May include urban challenges from recent, fast growth — population growth, territorial constraints, traffic congestion, urban sprawl, informal urbanization, and multiplication of edge cities
  - ♦ Social and environmental issues + solutions/projects to solve them

2. South and East Asia facing population and economic growth challenges
  - ◆ An overview of South and East Asia’s population and economic growth — figures, phases (such as “flying geese paradigm”), factors/causes
  - ◆ Issues related to recent evolution in South and East Asia
    - a. maintaining economic growth
    - b. regulating population evolution (emphasizing the great diversity of situations in these regions)
    - c. redistributing revenues and limiting socio-spatial inequalities
3. Japan/China, regional competition and world ambitions
  - ◆ The economic dimension of China/Japan competition; competition in Asia and the world
  - ◆ The diplomatic rivalry between the two countries — 1) in Asia (with some historical background on China/Japan relationships and their relations with other Asian countries, and an overview of their strategies today) — 2) in the world (with an assessment of each country’s strengths and weaknesses)

## Document 3: History-Geography Recommended Oral Schedule Template

Exact times may differ, but maximum number of orals per day should not exceed 12, except in exceptional circumstances (such as a school with 25 candidates, spread over two days rather than adding one oral on a third day).

<b>5 minutes pour: vérifications, indications, signature</b>	<b>Préparation 20 minutes</b>	<b>Épreuve 15 minutes</b>	<b>5 minutes pour: appréciations notation</b>
08h25-08h30	08h30-08h50	08h55-09h10	09h10-09h15
08h50-08h55	08h55-09h15	09h20-09h35	09h35-09h40
9h15-9h20	09h20-09h40	09h45-10h00	10h00-10h05
9h40-9h45	09h45-10h05	10h10-10h25	10h25-10h30
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10h30-10h35	10h35-10h55	11h00-11h15	11h15-11h20
10h55-11h00	11h00-11h20	11h25-11h40	11h40-11h45
11h20-11h25	11h25-11h45	11h50-12h05	12h05-12h10
11h45-11h50	11h50-12h17	12h17-12h37	12h37-12h42

Tiers-temps should be scheduled as the last candidate before lunch, or the final candidate of the day.

<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
13h35-13h40	13h40-14h00	14h05-14h20	14h20-14h25
14h00-14h05	14h05-14h25	14h30-14h45	14h45-14h50
14h25-14h30	14h30-14h50	14h55-15h10	15h10-15h15
14h50-14h55	14h55-15h15	15h20-15h35	15h35-15h40

## Document 4: Oral Examination Rubric (North America)

### OIB — American Option — Oral Examination Rubric

	1	2	3	4	5
<b>Comprehension of the subject</b>	Comprehension of the subject is poor, showing no understanding of the subject.	Comprehension of the subject is problematic, due to knowledge gaps or inaccuracies.	Comprehension of the subject is adequate, yet lacks depth.	Comprehension of the subject is understood and well discussed.	Comprehension of the subject is rich and varied, demonstrating a deep understanding of the subject.
<b>Subject context and background knowledge</b>	Subject context is not mentioned or not understood.	Subject context is inadequately discussed or poorly understood.	Subject context is discussed and understood superficially.	Subject context is clearly discussed and well understood.	Subject context is thoroughly examined and understood in all its complexity.
<b>Examples and evidence/ Comparisons and contrasts</b>	Examples and/or supporting evidence are absent.	Examples and/or supporting evidence are limited and poorly utilized or discussed.	Examples and/or supporting evidence are adequate, as well as accurate and related to the subject.	Examples and/or supporting evidence are used effectively and show a strong understanding of the subject.	Examples and/or supporting evidence are used frequently, extremely topical, and offer a profound understanding of the subject.
	Comparisons and/or contrasts are absent.	Comparisons and/or contrasts are present but underdeveloped, demonstrating a poor understanding of the subject.	Comparisons and/or contrasts are present and appropriate for the subject.	Comparisons and/or contrasts are present and used to strongly clarify the subject.	Comparisons and/or contrasts are used frequently, extremely topical, and used to show contexts and analysis.
<b>Style and language</b>	Language and presentation are poor.	Language and presentation are weak.	Language and presentation are adequate.	Language and presentation are developed and strong, demonstrating some confidence.	Language and presentation are well developed and refined through elevated vocabulary and assurance.
	Proficiency and fluency in English are substandard with profound errors in grammar or syntax.	Proficiency and fluency in English are limited, with frequent errors in grammar or syntax.	Proficiency and fluency in English are adequate but contain some errors in grammar or syntax.	Proficiency and fluency in English exhibit few errors in grammar or syntax.	Proficiency and fluency in English are outstanding, with no errors in grammar and syntax.
	Flow of speech and argumentation are impossible to follow.	Flow of speech and argumentation are difficult to follow.	Flow of speech and argumentation are simplistic OR unclearly presented, with unclear or awkward transitions between arguments or evidence.	Flow of speech and argumentation are developed and strong, with clear transitions between arguments and/or evidence.	Flow of speech and argumentation are sophisticated and elegant, with strong, effective transitions between arguments and/or evidence.

**NB:** Criteria Headers correspond to those appearing on the official *fiche d'évaluation*

*Appréciations:*

## Document 5: Oral Examination Rubric (France and Outside North America)

### OIB American Option HG grading criteria for the oral exam (for use outside North America)

<b>Compréhension du Sujet/ Maîtrise des Connaissances</b> [Knowledge and Understanding]	<b>Compréhension de l'ensemble de la question étudiée et du programme</b> [Analysis and Evaluation]	<b>Clarté de l'exposé et des réponses</b> [Organization and Communication]
<b>8 — Très bien</b> <ul style="list-style-type: none"> <li>♦ Très bonne compréhension</li> <li>♦ Très bon niveau de connaissances</li> <li>♦ Très bonne maîtrise du contexte</li> </ul>	<b>6-7 — Très bien</b> <ul style="list-style-type: none"> <li>♦ Très bonne analyse</li> <li>♦ Argument très bien justifié</li> <li>♦ Très bonnes notions des perspectives</li> </ul>	<b>5 — Très bien</b> <ul style="list-style-type: none"> <li>♦ Exposé très bien structuré</li> <li>♦ Réponses très pertinentes</li> <li>♦ Terminologie très précise</li> <li>♦ Très bonne expression</li> </ul>
<b>7 — Bien</b> <ul style="list-style-type: none"> <li>♦ Bonne compréhension</li> <li>♦ Bon niveau de connaissances</li> <li>♦ Bonne maîtrise du contexte</li> </ul>	<b>4-5 — Bien</b> <ul style="list-style-type: none"> <li>♦ Bonne analyse</li> <li>♦ Argument bien justifié</li> <li>♦ Bonnes notions des perspectives</li> </ul>	<b>4 — Bien</b> <ul style="list-style-type: none"> <li>♦ Exposé bien structuré</li> <li>♦ Réponses pertinentes</li> <li>♦ Terminologie précise</li> <li>♦ Bonne expression</li> </ul>
<b>5-6 — Passable</b> <ul style="list-style-type: none"> <li>♦ Assez bonne compréhension</li> <li>♦ Assez bon niveau de connaissances</li> <li>♦ Quelques éléments du contexte</li> </ul>	<b>3 — Passable</b> <ul style="list-style-type: none"> <li>♦ Assez bonne analyse</li> <li>♦ Argument assez bien justifié</li> <li>♦ Assez bonnes notions des perspectives</li> </ul>	<b>3 — Passable</b> <ul style="list-style-type: none"> <li>♦ Exposé simple mais clair</li> <li>♦ Réponses partiellement adaptées</li> <li>♦ Expression correcte</li> </ul>
<b>3-4 — Faible</b> <ul style="list-style-type: none"> <li>♦ Quelques connaissances</li> <li>♦ Compréhension limitée</li> <li>♦ Peu de contexte</li> </ul>	<b>2 — Faible</b> <ul style="list-style-type: none"> <li>♦ Analyse limitée/Approche descriptive</li> <li>♦ Peu d'argument</li> <li>♦ Peu de notions des perspectives</li> </ul>	<b>2 — Faible</b> <ul style="list-style-type: none"> <li>♦ Difficulté à structurer l'exposé</li> <li>♦ Réponses limitées</li> <li>♦ Expression faible</li> </ul>
<b>0-2 — Très Faible</b> <ul style="list-style-type: none"> <li>♦ Très peu de connaissances</li> <li>♦ Très peu de compréhension</li> <li>♦ Manque de contexte</li> </ul>	<b>0-1 — Très Faible</b> <ul style="list-style-type: none"> <li>♦ Pas d'analyse</li> <li>♦ Peu ou pas d'argument, même avec l'aide de l'examineur</li> <li>♦ Manque de notions des perspectives</li> </ul>	<b>0-1 — Très Faible</b> <ul style="list-style-type: none"> <li>♦ Mal structuré</li> <li>♦ Difficulté à répondre</li> <li>♦ Expression incohérent</li> </ul>

**NB:** Criteria Headers correspond to those appearing on the official *fiche d'évaluation*

*Appréciations:*

## Document 6: Oral Grading Rubric in French for History-Geography (B.O.E.N. fiche d'évaluation)

Annexe 2: [http://cache.media.education.gouv.fr/file/43/33/3/ensel6226\\_annexe2\\_499333.pdf](http://cache.media.education.gouv.fr/file/43/33/3/ensel6226_annexe2_499333.pdf)

		Bulletin officiel n° 43 du 19-11-2015
<b>Annexe 2 - Fiche d'évaluation pour l'épreuve orale d'histoire-géographie de l'OIB</b>		
Série :	Langue de la section :	
Session :	Académie :	
Nom de l'élève :	Prénom de l'élève :	
Nom de l'établissement :	Ville :	
<b>Capacités</b>	<b>Observations</b>	
Compréhension du sujet		
Maîtrise des connaissances		
Compréhension d'ensemble de la question étudiée et du programme		
Clarté de l'exposé et des réponses		
<b>Appréciation</b>		
<b>Note</b>		
/ 20		
<b>Date de l'épreuve :</b>	<b>Examineur</b>	
	Nom : ..... Prénom : .....	
	Signature :	
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## Document 7: Written Examination Rubric (used at all examination centers)

	1	2	3	4	5
<b>Comprehension of the Question and Context</b>	Documents are not referred to. 0 points (Criteria for DBQ only).	Documents are mentioned but poorly used.	Documents are put into context. Analysis and evaluation are attempted.	Document(s) are contextualized, analyzed, and evaluated.	Document(s) are skillfully integrated and evaluated to enhance overall argument.
	Comprehension of the question is poor, showing no understanding. Subject context is not mentioned or not understood.	Comprehension of the question is limited, due to knowledge gaps or inaccuracies. Subject context is inadequately discussed or poorly understood.	Comprehension of the question is adequate, yet lacks depth. Subject context is discussed and understood and some links are made.	Comprehension of the question is evident. Subject context is clearly discussed, well understood, and a number of links are made.	Comprehension of the question demonstrates a well-developed understanding of its complexity, and relevant links are made.
<b>Content</b>	Very limited knowledge.	Basic knowledge with gaps and some errors.	Appropriate knowledge with some errors.	Good level of knowledge with occasional minor errors.	Very good level of knowledge: extensive, accurate, and detailed.
<b>Argumentation and Analysis*</b>	Thesis is absent. Paragraphs are unstructured.	Thesis is unclear, lacking an arguable position. Paragraphs are poorly structured.	Thesis and paragraphs are structured and sound, but lack refinement.	Thesis is clearly presented and arguable. Paragraphs are well constructed.	Thesis is clear and arguable. Paragraphs are effectively ordered and constructed to complement the thesis.
	Examples and/or supporting evidence are absent.	Examples and/or supporting evidence are limited and poorly utilized or discussed.	Examples and/or supporting evidence are often accurate and relevant.	Examples and/or supporting evidence are often used effectively to address the question.	Examples and/or supporting evidence are relevant and offer a sophisticated understanding of the subject.
	Analysis is absent.	Analysis is attempted but underdeveloped.	Analysis is present and appropriate for the subject.	Analysis is present and used to strongly clarify the subject.	Analysis is used to demonstrate the complexity of the subject.
<b>Expression</b>	Language is below standard and impedes understanding.	Language is weak and awkward, with little use of terminology.	Language is adequate. Some use of accurate terminology.	Language is clear. Use of accurate terminology.	Language is precise and sophisticated. Consistent use of accurate terminology.

\*Analysis includes: comparisons and contrasts, evaluation of cause and consequence, change and continuity, and/or evaluation of significance.

Add for Geography: understanding the organization of space and scales, interpreting data.

**NB:** If student's work exceeds Argumentation & Analysis descriptors, 1 or 2 points may be added.