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***OPTION INTERNATIONALE***

***DU BACCALAURÉAT (OIB)***

**The International Option of the French *Baccalauréat***

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Examinations Handbook for the British Option  
2007 edition

Administered by the University of Cambridge Local Examinations Syndicate  
in cooperation with the *Ministère de L'Éducation Nationale*

This Handbook applies to the examinations to be held in summer 2007

### **Important note for the 2007 edition**

The History-Geography syllabus for first examination in June 2007 is to be found in the section that starts on page 46.

## FOREWORD AND FURTHER INFORMATION

This introduction to the British version of the International Option of the French *baccalauréat* is intended to provide information for teachers, examiners and inspectors, for students and their parents, as well as for admissions officers in institutions of higher education.

- Readers unfamiliar with the French *baccalauréat* should start with chapter 1; those who wish to find information exclusively about the International Option should read chapter 2.
- University admissions officers may wish to read chapter 3 as well as preceding chapters. The UCAS website offers a concise description of the OIB under 'International Qualifications'. Please see below for more details.
- More detailed information about the individual subjects that form the International Option (OIB) can be found in chapters 6, 7, 8 and 9 for English Language and Literature, and in chapters 10 and 11 for History-Geography.
- General information about administering and marking the examination is to be found in chapters 4 and 5.

For convenience, candidates, teacher-examiners, inspectors, etc. are referred to as "he". The convention of italicising French words has been used. These are used in the text where translation is inappropriate. The French term *baccalauréat* is used throughout to avoid any confusion with other examinations, such as the International Baccalaureate or the European Baccalaureate. The latter have no connection with the French national examination. Reference is made to French conventions for naming classes: *1ère* is equivalent to British year 12 or lower sixth, *terminale* to British year 13 or upper sixth.

Readers may wish to consult the following websites in connection with the OIB, the French *baccalauréat* and the Cambridge board:

- The Cambridge board (UCLES): [www.ucles.org.uk](http://www.ucles.org.uk)
- The UCAS website: [www.ucas.com](http://www.ucas.com) (see 'International Qualifications' under site index)
- *Ministère de l'Éducation Nationale* : [www.education.gouv.fr](http://www.education.gouv.fr)
- Centre d'études pédagogiques internationales (CIEP) : [www.ciep.fr](http://www.ciep.fr)
- Association des Sections Internationales Britanniques et Anglophones (ASIBA) : [www.asiba.web.cern.ch](http://www.asiba.web.cern.ch)

This handbook is updated annually (please see p.16 for details of this process). All suggestions for additions and amendments should be made directly to the General Secretary of the OIB Schools group, Glenys Kennedy ([glenys.kennedy@wanadoo.fr](mailto:glenys.kennedy@wanadoo.fr)), who took over as editor of this Handbook from January 2007.

## INFORMATION FOR SCHOOLS WISHING TO PREPARE CANDIDATES FOR THE OIB

Only schools approved by the *Ministère de l'Éducation Nationale* may undertake the International Option. Schools wishing to prepare candidates for the British OIB should contact the DREIC (the department responsible for OIB within the *Ministère de l'Éducation Nationale*) as well as the Cambridge board, to request their approval. The Schools Chair must also be contacted. Contact details are as follows:

### ***DREIC (Direction des Relations Européennes, Internationales et de la Co-opération)***

Jean-Pierre Attal,  
DREIC  
4 rue Danton  
75006 Paris

Telephone: + 33 (0)1 55 55 04 21  
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### **The Cambridge board**

Cambridge Assessment  
(University of Cambridge Local Examinations Syndicate)  
1 Hills Road  
Cambridge CB1 2EU  
United Kingdom

Telephone: + 44 1223 55 35 54  
Fax: + 44 1223 553 5558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk)

Schools wishing to prepare candidates for the British OIB must contact the Schools Chair (by email to [psl@lycée-international.net](mailto:psl@lycée-international.net)) at the same time as contacting the Cambridge board and the *DREIC*.

A number of teachers carry out administrative functions on behalf of the British OIB Schools Group as a whole. Currently these are as follows:

**Schools Chair:** Philip Shaw-Latimer (Lycée International de St -Germain-en-Laye)  
**Deputy Schools Chair:** Peter Woodburn (Lycée International de Ferney-Voltaire)  
**English Subject Leader:** Nick Baker (Lycée International de St Germain-en-Laye)  
**History-Geography Subject Leader:** Rob Miller (Cité Scolaire International, Lyon)  
**General Secretary:** Glenys Kennedy (Lycée François 1<sup>er</sup>, Fontainebleau)

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## **PART I: INTRODUCTION**

### **§ 1 THE FRENCH BACCALAURÉAT**

The French *baccalauréat* is the national examination that most French pupils take at the end of seven years of secondary education. The word *baccalauréat* apparently derives from *bacclar*, an old Spanish or Provençal word meaning fig-flower - by analogy, a young peasant. Young clerks admitted on trial into holy orders were called *bacheliers*, a term still used to denote those who have passed the *baccalauréat*. The word has been used since the Napoleonic era to designate both a university entrance qualification and the examination itself.

There are in fact three versions of the French *baccalauréat*: the *général*, the *technologique* and the *professionnel*. The *baccalauréat général*, the general, academic version, provides admission to university education, and is the only one discussed in this Handbook.

Please note that the French *baccalauréat* (FB) has no connection with the International Baccalaureate (IB) or with the European Baccalaureate (EB)

#### **French style and philosophy of teaching**

It can be broadly said that French educators believe in the 'encyclopaedic' tradition: as many students as possible should study as many subjects as possible for as long and to as high a standard as possible. Fulfilment of this aim means a heavy workload for the student, study of a variety of subjects, and many hours spent in the classroom each week.

Typically, French students in their *première* and *terminale* years (corresponding to the sixth form, or years 12 and 13) attend at least 30 hours of class per week, and often more, in order to prepare for the *baccalauréat*. Many have classes on Saturday morning. All study at least six academic subjects for their final examination.

Teaching methods tend to reflect the large class sizes: as many as 35 per class or more in the core subjects in the two final years. Some subjects are now taught in smaller groups for part of the week. In certain subjects, there is little oral participation, and teachers may have less opportunity to get to know students well, although this is not always the case. Regular and frequent class tests enable teachers to monitor progress and to advise that a student repeat an academic year if necessary. Certain innovations in recent years have demonstrated a willingness to give some space to less traditional approaches. What is known as *Travaux Pratiques Encadrés* (TPE) is one such recent initiative, requiring students to research, write and present a short thesis on a topic involving two of the most important subjects in their version of the *baccalauréat*.

There are many positive aspects to this generally traditional approach. Both students and parents take education seriously, and students learn to work hard and to study effectively. As a result, the presentational and methodological aspects of academic work are well learned by *baccalauréat* candidates.

## The national examination

The *baccalauréat* takes place each year beginning in June and, as within the A-level session, written and oral examinations are spread over several weeks. All candidates take at least one subject one year early, at the end of their penultimate year of schooling (1ère). This is French Language and Literature, a demanding examination, the marks from which are carried forward to the main session the following year. Recent developments have tended to push other subjects forward to this earlier examination period, but most papers are still taken at the end of the final year. Each subject is marked on a scale of 0 to 20 and the result is then multiplied by a 'coefficient', as explained below.

The French take pride in the fairness and objectivity of their examining and marking system. Scripts are anonymous and identified only by number. State-appointed examiners (who are all teachers) mark them. Oral examiners do not examine their own students, and candidates generally sit their oral examinations at a school other than their own.

Because marking standards are strict and, some would argue, rather rigid, it is very difficult for candidates to achieve marks above 16/20 in individual subjects. Because of the mathematics of the scoring system, it is even harder to obtain an overall *baccalauréat* score of 16/20 or above. Occasionally marks of 19/20 or 20/20 are given in sciences or mathematics, but these are very rare in arts and social sciences. In a recent examination session, only one student in the whole of France was awarded a 20/20 in French language and literature. Marks below 10/20 are common, and in certain subjects the national average mark is 10/20 or below. Philosophy is a good example of such a subject. Because a student sits only one written paper in each subject, the marks on an individual subject examination are not always a reliable indicator of a student's ability in that subject. The time given for marking scripts is brief - about two weeks. Guidance on marking is given and *harmonisation* (standardisation) meetings take place, but there is no moderation of the marks of students, or scaling of the marks awarded by an individual examiner. Results are made public after a *jury*, a meeting of all examiners for a given group of candidates. Here, examiners may adjust their marks upwards if they feel there is reason to do so.

The estimated overall pass rate for the *baccalauréat général* of about 80% is deceptive. About 62% of the whole age group currently obtain one of the versions of the *baccalauréat*. But the percentage of the age group obtaining the *baccalauréat général* (the academic version of the examination and the only one of which the OIB forms a part) is currently 32.4%, (with 17.8% obtaining the *baccalauréat technologique*, and 11.5% the *baccalauréat professionnel*). When analysing statistics issued by the French authorities, it is important therefore to distinguish between those that concern the *baccalauréat* in all its versions and those concerning the much smaller percentage of students taking the *baccalauréat général*.

## The different *séries* of the *baccalauréat général*

There are three different kinds or *séries* of the *baccalauréat général*, enabling students to specialise to some degree. All contain certain common core subjects, but weightings applied to these subjects vary. The versions are:

<i>Baccalauréat L:</i>	(Literary)	Concentration on French and Philosophy
<i>Baccalauréat S:</i>	(Scientific)	Concentration on Sciences and Mathematics
<i>Baccalauréat ES:</i>	(Economic)	Concentration on Economics with Social Sciences and Mathematics

Regardless of which *série* they have chosen, all students are examined in French, Philosophy, History-Geography (a single subject in the French system), Mathematics, at least one Foreign Language, and Physical Education. Two more subjects are added depending on the *série*.

The student who chooses a *série* must also choose a specialisation within it. One subject must be chosen as a 'specialism' (*specialité*). The subjects which may be chosen are defined within each *série*. In *série S*, for example, one subject selected from Mathematics, Physical Sciences or Life Sciences must be chosen by the student as his specialism. This subject receives extra hours of teaching each week, and leads to an extended examination paper with a higher weighting.

The specialisation of the *série* is also reflected in three additional ways:

1. In terms of weightings applied to examinations: subjects within each of the three *séries* are weighted by applying to the raw score (a number out of 20) a multiplier, which the French term a *coefficient*. The *coefficient* to be applied to any subject is determined by the importance of that subject within the *série* chosen. It is also affected by choice of *specialité* subject, as referred to above. The only exception to this is Physical Education (EPS), which has a coefficient of 2 regardless of the *série* chosen.

2. In terms of teaching and study, the subject syllabuses, general level of difficulty, and number of hours of tuition per subject vary according to the *série* chosen. For example, Philosophy is the key subject for the L *baccalauréat*, with 8 hours of teaching per week and a wide-ranging syllabus. Its coefficient in *série L* is 9 (a very high weighting) so as to reflect its importance in this version of the *baccalauréat*. Philosophy in *série S* is, on the other hand, taught for only two or three hours per week and has a comparatively low coefficient of 3.

3. Within each *série*, it is possible for students to take and be examined in a limited number of optional extra subjects, which earn bonus points for results over 10/20, in order to increase final marks.

## The two subjects forming the International Option (OIB)

All versions of the *baccalauréat* include the study of History-Geography and a foreign language. Where more than one foreign language is taken, the first language (generally studied for seven years) is distinguished from the second and third languages (studied for 5 years or less).

To make up the *baccalauréat* with the International Option, study and examination of *histoire-géographie* and of the first foreign language, known as LV1 (*langue vivante 1*) are replaced respectively by a History-Geography course taught bilingually in both English and French and by a

Language and Literature course. The latter is a course which, in the British version of the OIB, is based on the study of literature, although students are also rewarded for their fluent and accurate use of spoken English. The course has equivalence with A2 (or second year A level) English Literature. Both subjects are examined by written and oral papers.

Because only LV1 (first foreign language) and *histoire-géographie* are modified by the OIB structure, the student still takes a version of the *baccalauréat* which is largely the same as the standard L, ES or S version. He is said to be taking *série S*, or *série L*, etc. **with** the International Option. Nonetheless, the marking system gives extra weighting and therefore extra importance to these two subjects, and thus acknowledges both the extra degree of difficulty and the increased workload imposed by the OIB.

The coefficients of the two subjects that form the International Option are set out below, with the coefficient assigned to the written examination indicated first, then that for the oral (after the oblique).

	English Lang/Lit	History-Geography	Approx. % of overall marks gained via OIB subjects
<i>Baccalauréat L</i>	6 / 4	5 / 3	40%
<i>Baccalauréat S</i>	5 / 4	4 / 3	30%
<i>Baccalauréat ES</i>	5 / 4	5 / 4	40%

### The jury and baccalauréat results

If marks in individual subjects of the *baccalauréat* can, as with any examination, be occasionally unreliable or unduly strict, the final deliberation about whether to award the *baccalauréat* tends to iron out any inconsistencies or unfairness. All candidates' marks are confirmed by regional *juries*. The *jury* for each group of schools is chaired by a president appointed by the *rectorat* (the regional educational authority), and is made up of the examiners of the candidates being considered. Each *jury* is specialised: there are specific *juries* for every group of candidates taking the three main versions of the *baccalauréat* (L, ES and S) as well as for the International Option versions of these.

Subject marks of each candidate are always expressed as a mark out of 20. These are multiplied by coefficients (numbers by which the raw score is multiplied, to give a weighted score) which, when applied, give the comparative importance of the subject in the version of the *baccalauréat* in question. The sums thus gained are added together to produce the candidate's total raw mark. This is known as the total number of *points*. This is then divided by the total of the coefficients applied to give an overall, weighted average out of 20.

The following categories of overall pass mark are awarded. The first is simply a pass; the *mentions* are distinctions:

<b>passable:</b>	from 10/20 to 11.99/20
<b>mention assez bien:</b>	from 12/20 to 13.99/20
<b>mention bien:</b>	from 14/20 to 15.99/20
<b>mention très bien:</b>	from 16/20 upwards

Students' diplomas refer only to the category of results or the *mention* achieved and marks are not rounded up. A precise overall average score out of 20 is always given.

Very often candidates' marks fall comfortably within one or other of the categories of *mentions*, and these results are confirmed formally by the *jury*. However, in cases where a candidate's marks are just below a higher *mention*, or just below the minimum pass mark for the *baccalauréat* as a whole, the president of the jury will seek to determine if any additional marks can be given by examiners so as to give the candidate the *baccalauréat* or the *mention*. The candidate's *livret scolaire* may be consulted; this contains a record of the student's work, average marks for the year, and teachers' comments for the final years of *lycée* education. A candidate's written paper may also be reconsidered during the course of the *jury*. Attending examiners may be asked if they are willing to allow the candidate one extra point. They do not have to agree - it may be that they feel the candidate has already been given the benefit of every doubt. Often, however, the *jury* makes every effort to find the marks that borderline candidates need, unless what is read in the *livret scolaire* about work and commitment leads them to feel that this would be unjustified.

### **Rattrapage**

If a candidate has failed the *baccalauréat* narrowly, because his marks fall into the range 8/20 - 9.99/20, the examination gives him a further chance to succeed. The candidate whose marks fall into this range can choose to take supplementary oral examinations organised soon after the main *baccalauréat* results are made public. These orals, collectively known as *rattrapage*, must be taken in two core subjects chosen by the candidate. Marks gained in the second oral examination replace the former written scores (in these subjects only) and may allow the candidate to achieve an overall passing mark. A candidate who has not achieved 8/20, but whose score is close to it, may still be granted the right of *rattrapage*, if the *jury* approves after scrutinising his *livret scolaire*.

Both International Option subjects fall into the category of core subjects in all three *séries*. They may therefore be taken as *rattrapage* subjects. Candidates are allowed to confer with their teachers on the day the results are issued to decide which subjects to resit as orals, in order to maximise the possibility of a substantially enhanced result. Since both International Option subjects yield oral and written marks, it is important to underline that the *rattrapage* orals replace the written mark in each case.

A new *jury*, reduced in numbers, is convened once the *rattrapage* orals are concluded, to receive the marks given by the examiners and to make new awards.

See chapter 5 below for further information about *rattrapage* as it applies within the International Option.

## **§ 2 THE INTERNATIONAL OPTION**

### **The origins of the International Option**

The practice of offering a bilingual curriculum to students fluent in two languages has long been established in French international *lycées* and in other French schools serving international communities. The normal *baccalauréat* cannot, however, fully measure the attainment and potential of genuinely bilingual students, because its foreign language examinations are designed for students who begin the study of a language at 11, 13 or 15 years of age.

In 1981, the French government, responding to a growing demand among parents for more widespread bilingual education, and recognising a need to make additional provision for foreign nationals studying in France, proposed that specially designed 'international sections' be created. A

number of foreign governments agreed to take part in the setting up of this examination structure, among them those of (what was then West) Germany, Italy, Denmark, Portugal, the Netherlands, Spain, Sweden, the UK and the USA. In most of these countries, the relevant ministry of education took responsibility for creating and administering the option. In the case of the UK, the University of Cambridge Local Examinations Syndicate (UCLES) was asked to set up and run the British option. UCLES, which has no financial interest in the examination, was chosen because of its considerable experience in A-level syllabus creation and examination and its long history of international examining.

The British sections were to be staffed by English-speaking teachers and were to offer tuition in English and in History-Geography for six hours per week. All other subjects were to be taught in French in the normal way. One important purpose of introducing these sections was to ensure that foreign nationals who wished to do so would be in a position to return to their countries of origin for higher education. Another was to offer to French nationals who had a very good practical mastery of a foreign language the right to study using this language as a vehicle for learning, alongside foreign nationals for whom it was a mother tongue. These objectives still hold good.

Some years after the formal founding of the international sections, the International Option of the *baccalauréat* was established in several languages. The French government insisted that the International Options should possess three important characteristics:

1. They would have the same status and validity as all the other parts of the *baccalauréat*, and thus contribute significantly to the candidate's overall marks.
2. The two subjects making up the International Options would obey the *principe de substitution*; that is, they would replace other subjects within the *baccalauréat* structure, rather than being added on to that structure (the OIB Language and Literature papers replacing the first foreign language and the OIB History-Geography papers replacing the normal (purely French) *histoire-géographie* examination).
3. The subjects included in the International Options would be taught and examined by foreign nationals who are native speakers, to a standard comparable to that of the equivalent examination in the 'home' country.

Subject Inspectors appointed by UCLES still do what they have done from the inception of the OIB. They set and moderate the written papers, inspect a sample of the oral examinations, provide a specification based on the official syllabuses issued by the ministry, approve chosen works, and ensure that standards and objectivity are maintained. They also prepare reports at the conclusion of each examination session.

France was the first country to integrate syllabuses devised with foreign partners into its national system of university entrance level examinations. The result is a well-balanced academic qualification upon which can be based a challenging curriculum for bilingual students. The examination structure also fosters international communication and understanding in an area where cooperation does not often, and not easily, exist.

### **The two subjects taught in English**

Students studying the International Option take the two subjects most closely related to language and culture: *langue et littérature* and *histoire-géographie*. In the case of the British option, these

subjects have A2 level equivalence. Detailed information about the two subject syllabuses can be found in chapters 6 and 10 of this Handbook.

Briefly, candidates studying English Language and Literature have a choice of literary texts from four genres: drama, poetry, prose fiction, and Shakespeare. For the oral examination, they must prepare three texts in depth, one of which must be a Shakespeare play. For the written examination in this subject, they must study three texts, one from each of the first three genres. Texts studied for the oral examination may not be used for the written. They must also follow a Critical Appreciation course and be prepared to write on a previously unseen passage of poetry or prose. Candidates must write three essays in the written examination and answer both general and detailed questions on their texts in the oral. Both the oral and written examinations are entirely in English.

In History-Geography, the teaching structure is bilingual, the programme of study being divided between French teachers and teachers from International Sections, and taught in parallel in two languages. In most schools, both History and Geography are divided in this way; in some schools, History is taught in English and Geography in French. In all cases, students have to answer written and oral questions in one language upon material which they may have learned in another. The History syllabus for the 2007 examination covers World History from 1945 to 1991. Political, social and economic histories are all included. The histories of Britain and France are given special consideration in the period covered. The Geography syllabus is a Human Geography programme looking at issues in three broad subject areas: Global organisation, Economic superpowers and Paths of development. The written examination (4 hours) is divided into two equal parts (History and Geography), each containing a structured essay question and a structured document-based question. Candidates must choose one from each part. Although candidates can choose to write in French, virtually all who sit the British OIB write in English. The oral examination, which is based on 10 topics chosen by each school from the whole syllabus, is always conducted entirely in English.

### **How are OIB subjects examined?**

At the end of the course, candidates sit a four-hour written examination in each of the two subjects as well as an oral in each. In Language and Literature, students are tested on work done over a 2-year period; whilst in History-Geography, only material studied in the final year is examined. The oral examinations are conducted by two teacher-examiners. Candidates must deliver a presentation or talk at the beginning of each oral, using as their starting point a randomly chosen passage from the Shakespeare play they have studied (for Language and Literature) or a topic chosen at random out of 10 previously announced (for History-Geography). Then follows either a more general discussion about the works studied (for English), or a question and answer session on the topic chosen (for History-Geography). Both the written and oral examinations are each marked out of 20. More information about the marking standards of the written examination and the conduct and assessment of the orals can be found in subsequent chapters.

## **§ 3 COMPARISON WITH A-LEVEL**

### **Preliminary considerations**

Simple comparison between A-level and the French *baccalauréat* (with or without the OIB) is difficult. The former, even in its reformed AS/A2 structure, lays stress on specialisation, while the *baccalauréat* embodies the ideal of a broad curriculum. In addition, International Option candidates are not just highly fluent in at least two languages: every day they face the demanding task of working to native-speaking standard in those languages and balancing from one hour to the next the

languages and perspectives of two cultures. They have a heavier workload than most *baccalauréat* candidates. They forego the 17/20 or so that they would almost certainly have achieved if they took the ordinary *baccalauréat* foreign language English examination. The qualities of flexibility, resilience, tolerance and independence they develop make them more than usually well prepared for the challenges of university study.

### **British university offers**

Conditional offers from British universities for OIB candidates on the basis of the overall grade, or *mention*, can sometimes be set unrealistically high, especially given the high standards of the examination. As mentioned earlier, it is important to remember that *baccalauréat* marking is strict and that high marks are very rare. In 1999, for example, only 1.1% of all *baccalauréat* candidates in France achieved a *mention très bien* (16 out of 20 or better), while 8% of A-level candidates in England achieved 30 points (3 A grades) or more. This gives some indication of the difference in difficulty in gaining the highest level of marks in the two examinations.

In the same year, the *mention bien* (14/20-15.99/20) was achieved by only 6.8% of those who passed the *baccalauréat*, and was thus still statistically harder to obtain than three A grades at A-level. A *mention bien* might thus be regarded as equivalent to an offer of AAA .

The *mention assez bien* (12/20) is a thoroughly respectable result, achieved by fewer than 25% of those passing the *baccalauréat*. It could be considered as equivalent to BBB or BBC, depending on the candidate and the type of *Baccalauréat* taken.

An approach that university admissions officers might adopt is to consider candidates' results on individual subjects rather than using the *mention* as the basis for offers. Requiring, for example, marks of 14/20 in the two or three subjects most relevant to the candidate's proposed university career perhaps goes against the grain of the *baccalauréat*, but is a closer approximation to the usual system of requiring particular A-level grades. A combination of the two approaches is, of course, possible - requiring an overall result of, perhaps, *assez bien* (12/20) as well as higher marks (of, say, 14/20) in a relevant subject or subjects.

Admissions officers should above all bear in mind that an overall result of 16/20 is a rare and outstanding achievement; that 14/20 is attained only by the top flight candidates in an examination (the *baccalauréat général*, not be confused with the *baccalauréat* as a whole) not taken by the majority of young people in France, and that candidates achieving 12/20 are also strong candidates for university places.

Some universities have taken special account of the fact that the student who chooses to take the OIB is taking on a large extra work load in an examination system which already asks a lot of students in terms of breadth of study, course requirements and number of hours spent in class each week. This can result in a slightly lower offer for students taking OIB, either in terms of the demands made on individual subjects or in terms of the overall average required.

## **After admission to British university**

Because OIB candidates have studied at least five academic subjects to examination level, they may have more difficulty than A-level students in making a choice of UK university courses. It is possible that the unaccustomed academic freedom they will enjoy at a UK university may mean a longer settling-in period.

That said, these fully bilingual students are nonetheless likely to prove excellent prospects for British universities. They have something special to offer any department in cultural terms, and they have the advantage of having received a broad education, including the study of Philosophy. Moreover, they have been examined in ways that are, in some respects, more demanding than at A-level. In English, for example, they are required to prepare a commentary on an extract (given to them only 30 minutes before the oral examination) from the Shakespeare play they have studied and to defend their interpretations before two examiners - as well as answering more general questions on their other oral set texts.

In addition, the *baccalauréat* maintains a tradition of displaying knowledge and understanding via extended essays. In English, there are three one-hour and 20 minute essays, and in History-Geography, each structured question includes a requirement for an extended essay of approximately one and a quarter hours. In some other *baccalauréat* subjects, the essay on a single topic can be up to four hours long. Students are therefore capable of fluent, sustained written work, something which is sometimes mourned as a dying skill in Britain.

## **§ 4 ADMINISTERING THE BRITISH VERSION OF THE OIB**

### **Roles and responsibilities of the Cambridge Inspectors**

The two Cambridge Inspectors are appointed as consultants by Cambridge Assessment to carry out the tasks as described on page 11, 17 and elsewhere in this Handbook. Their roles are unusual in combining several functions normally (in UK examinations) carried out by different personnel – *chief examiner* (setting papers and co-ordinating the work of the written and oral examiners; producing reports), *principal moderator* (sampling scripts and orals to ensure that standards are being maintained and that marking is consistent) and *subject officer* (ensuring that marks are accurately and appropriately transcribed, entered and communicated to relevant authorities).

An important limitation of their role is that, although they liaise with their counterpart Inspectors in the French *Ministère*, as consultants (not as staff members) they cannot speak for Cambridge Assessment on any questions of OIB policy or administration beyond their immediate brief, unless asked or given permission by UCLES to do so.

With the rapid growth of the OIB, an increasingly important role of the Inspectors is to liaise with the subject leaders over training, both of new teachers and of those with several (or many) years' experience. Given the revisions to Curriculum 2000 with the imminent changes to AS/A levels in the UK; given also the development by Cambridge Assessment of the new Cambridge Pre-U qualification; and given the UK's government's recent endorsement of the International Baccalaureate, it is essential that teachers in the OIB community are aware of the increasing pace of change in the UK and of the need for OIB to reflect, where appropriate, these changes.

## **The schools' administrative arrangements**

All the schools preparing the OIB try to act as a cohesive group. The meetings held in the spring and autumn are designed to bring teachers together for the purposes of training and for the development of both the syllabuses and the examination. The schools as a whole elect an administrative officer known as the Schools Chair. He is assisted by a Deputy, a General Secretary and by two Subject Leaders, one for English and one for History-Geography. The officers are elected or appointed for three years.

The Schools Chair is responsible for the timely flow of information to the schools and inspectors; for liaison with, and management of, the Subject Leaders; for supervising the organisation of the examination (including the deployment of teacher-examiners) across the various centres; for organising the annual meeting (in November) of section heads; and for strategic forward planning. The Deputy Schools Chair, who takes over his functions in the event of sickness or other emergency, aids him in these tasks. Both attend the annual review meeting in Cambridge. The General Secretary is responsible for the updating and publication of the Handbook and for minuting the annual heads' meeting, ensuring that any decisions made are implemented. Subject Leaders report to the Schools Chair directly for all administrative tasks as well as working closely with the Subject Inspectors appointed by Cambridge and, of course, with OIB teachers in their respective subjects.

The Subject Leaders propose to the Schools Chair and the appropriate inspector the schedule of teacher-examiners from among a list of teachers nominated by schools. Schools are required to nominate as an examiner any teacher who teaches an OIB group in either subject in *1ère* or *terminale*. These teacher-examiners mark the written papers, which are moderated by the Inspectors, and/or conduct, in pairs, the oral examinations.

Candidates sit the written OIB examinations at their own schools. Oral examining takes place at designated centres, of which there were six in 2006: Aix, Strasbourg, Saint-Germain-en-Laye, Brussels, Toulouse and Grenoble. In the Rhône-Alpes region, the centre alternates between two schools on a three-year cycle, so that Lyon will replace Grenoble in 2007. *Juries* meet at each of these centres.

These OIB oral examination centres are each headed by the administrator of the OIB section in that school, known as the Head of Examination Centre. Most duties attached to this role occur during the oral examination period.

## **Coordination among schools**

Meetings of teachers in each of the two OIB subjects are held annually in September or October. A number of important discussions and decisions take place at these meetings.

The Subject Leaders are in charge of arranging the annual subject meetings, drawing up the agendas for these, and preparing detailed reports of proceedings, decisions and suggestions. In general, the Cambridge Inspector is present. Among the matters which the meetings discuss are the set works in English proposed for the examination in two years' time or *rattrapage* topics for History-Geography. Other issues include modifications to the syllabus or to its specification by Cambridge, suggestions for improvements in administrative procedures, clarification of standards, etc. The meetings provide a forum for discussion of the Cambridge Inspector's report of the preceding examination session and for planning the following summer's examination. A significant

amount of time at these meetings is devoted to in-service training of new and existing teacher-examiners. Relevant French authorities (in particular, the subject *inspecteurs*) are invited. An *inspecteur général* (or an Inspector of similar status) is designated each year by the French authorities as having responsibility for the British version of each OIB subject.

Each meeting nominates a secretary. Minutes are sent to all schools, to the Schools Chair and to the Cambridge Subject Inspectors. Any suggestions for substantive change in syllabus, procedures or administration coming from these subject meetings are placed on the agenda of the autumn Heads of OIB Sections meeting. (These Heads of Section have responsibility for co-ordinating all International Section teaching within their *Lycée*, or in the case of privately funded Sections, have responsibilities very much like those of a British Head teacher for all aspects of the running of their section.) This meeting is placed after the subject meetings and the annual review meeting with the examinations board. It allows all the Heads of Section to review the way the OIB is functioning in both subjects, to review administration and to generate and evaluate suggestions for improvement and development. The minutes of this meeting are forwarded by the Schools Chair to the Subject Inspectors.

Any changes, whether they concern syllabus, examining practice or administration are, once approved by the examining authorities, inserted in this Handbook by the end of December. The Handbook is re-issued at the end of each calendar year for the following year's examination session and before teacher-examiners are appointed in January.

### **How the written paper is set**

Each year, at the end of the autumn term, the French *Ministère de l'Éducation Nationale* requests all schools to submit proposed examination questions to be used in the written paper. This request is made via a circular letter sent by the CIEP, an organisation which is sub-contracted by the DRIC to deal with the routine administration of the examination. All the submitted questions are scrutinised by the *Ministère*-appointed *Inspecteur* for that subject and, in February, for History-Geography copies of the questions the *Inspecteurs* have approved are sent by the *Ministère* to the Cambridge Inspector; for English, a meeting is held between the French and Cambridge Inspectors at which four papers are compiled.

From all the questions received, the Cambridge Inspector selects those which are most appropriate for the written paper. This is not always an easy task. The Cambridge Inspector tries to ensure that the full range of the syllabus is covered and that questions are accessible to candidates from all schools. He ensures that the questions are clear and unambiguous and that any documentary material can be reproduced adequately. He edits to remove linguistic ambiguities. The Cambridge Inspector's final version, ready for printing, is sent to the French *Ministère* in early March. The *Ministère* has the papers printed, holds them securely, and distributes them to examination centres ready for the June *baccalauréat* session.

It is worth pointing out that the Cambridge Inspector must, in fact, set four papers. As well as a main paper and a replacement paper for the June session, main and replacement papers must be set for the September session, which is held for any candidates who could not sit the examination in June because of illness or other emergency.

## Selecting the oral passages/topics

At the beginning of each oral examination, the candidate is given a passage or topic on which, after a period of preparation of 20 minutes (for History-Geography) or 35 minutes (for English), he presents a prepared talk (in History-Geography) or commentary (in English) to the teacher-examiners conducting his oral. At the conclusion of this prepared part, more general discussion or a question and answer session begins.

In the case of English, the passage is from the Shakespeare play the candidate has studied. A number of passages are proposed by the teacher-examiners and checked by the two members of the examining pair. The pair may refer the passages to the Subject Leader before the orals begin, and seek advice on any modifications necessary. For History-Geography, schools nominate ten topics (five in History and five in Geography) and then submit them to the Cambridge Inspector via the History-Geography Subject Leaders. Modifications in the wording or scope of topics may be required by the Cambridge Inspector, in which case schools are asked to amend the topics. Approved topics are released to candidates by their schools one month before the written examination.

For further details of the oral examinations, see below.

## Assistance to new schools

<sup>1</sup> [OIB](#) Teachers and administrators offer help to schools embarking on these courses, and in setting up an OIB teaching structure. They offer advice about the standards and requirements of the examination. Schools new to the OIB structure may, at their request, be visited by the Schools Chair, or the Deputy Schools Chair, if this is felt to be useful.

## § 5 EXAMINATION MARKING

### General principles

In assessing a candidate, whether in the oral or the written part of the exam:

- i) examiners mark positively, using a reward rather than a deficit model; that is, they seek to give credit for what a candidate knows, understands and can express well, rather than seeking to detect and penalise areas of ignorance;
- ii) credit is given to judgements and interpretations with which examiners might disagree, provided they are satisfactorily argued;
- iii) linguistic errors are not penalised, except to the extent that, in sufficiently large numbers, they impair overall intelligibility;
- iv) examiners refer to and employ consistently the marking criteria set out later in this Handbook: the Key Point system for English and the generic criterion-based mark scheme for History-Geography, as well as any specific guidance offered by Cambridge Inspectors.

For each examination session, each subject in the International Option has an Inspector appointed by UCLES as well as a team of teacher-examiners, nominated by the schools, deployed by the Schools Chair and approved by the relevant Cambridge Inspector and the French *Ministère*.

The two Cambridge Inspectors are present in France for a part of the examination session, each one being physically present in at least two examination centres at the time of the oral examinations. They prepare reports on the general conduct of the examination in their subject, including its security, standards and fairness. They comment on performance in the written papers, which have been marked by a single teacher-examiner, and which they have moderated. Pairs of teacher-examiners who conduct the oral examinations in English prepare brief reports on the groups of candidates they examine, seeking to highlight helpfully strengths and weaknesses in the candidates' performance. Written teacher-examiners report briefly in writing to the Inspector on each script, and then report on each group of candidates.

On occasion, an individual teacher-examiner may give a Cambridge Inspector cause for concern. In general, any comments about a teacher-examiner's performance are made by the Inspector directly to the individual concerned. Only in the most unusual circumstances is the teacher-examiner's school advised of this concern. Teacher-examiners who give cause for concern are expected to undergo training before examining again. Schools nominating teachers to act as examiners for the first time may be expected to provide evidence of their teaching and examining experience.

Regular training of all examiners is part of the commitment of the British OIB sections to maintaining quality, parity and objectivity.

### **Arrangements for marking written scripts**

At the conclusion of the written examination, each school's scripts are photocopied and sent to the designated Cambridge Inspector and to the single designated teacher-examiner. Speed of despatch of scripts is very important. So that the Inspector can finish moderation while still in the UK and so that teacher-examiners can respect marking deadlines, all examinations centres are required to ensure:

- i) that scripts are copied and sent on the day of the examination;
- ii) that scripts are sent to both Inspector and teacher-examiner by courier service only, and in no circumstances by normal mail.

It is strongly recommended that the teacher-examiners of written papers be relieved of some of their other duties during the marking period, in order to undertake this work. The teacher-examiner does not, of course, mark his own candidates, nor is he assigned to undertake the oral examinations for candidates whose written scripts he marks. Teacher-examiners send their marks to the designated Cambridge Inspector within a period of time which is agreed with them by the Schools Chair. This deadline for sending marks and reports on scripts is generally 10 days after the examination is taken by the candidates. The Cambridge Inspectors moderate a selection of scripts from all schools and from all markers.

Teacher-examiners refer at all stages of their work to the marking instructions which follow in this Handbook. They are required to use the entire range of grades available. Good work is rewarded appropriately - with excellence attracting maximum marks. In many cases, there are no standard answers. Examiners should expect to respond to a range of qualities in an answer so that, inevitably, very different answers will attract the same grade for very different reasons.

The photocopied scripts used by examiners are carefully annotated. In addition, examiners provide overall comment on each script in order to justify the mark they propose. These comments refer explicitly to the marking criteria in each subject set out in later chapters of this Handbook. Cambridge Inspectors may, before receipt of scripts by teacher-examiners or during the marking period, alert markers to any problems with particular questions and give advice about the appropriate marking of these.

Teacher-examiners send all of their marks in a standard format to the Cambridge Inspector in the UK, with a written comment on each script. In addition, they identify problem scripts, and indicate those candidates whose marks could, in the view of the examiner, be raised at the *jury*.

Approximately two weeks after the written paper is held, the Cambridge Inspectors travel to the examination centres designated by Cambridge to moderate a sample of the oral examinations. During this period (up to five days), the Cambridge Inspectors confirm the grade on each written script, conferring with examiners to the extent and by whatever means the Inspectors consider appropriate. The marks on individual scripts may be changed at this point. The Inspector may also, after assessing other schools' written scripts, raise or lower a whole school's marks if the grades for that school appear markedly discrepant with the grades for other schools. This is at the Inspector's discretion. The Cambridge Inspectors provide the Heads of Examination Centres with the certified marks. It is the Heads of Centres' responsibility to ensure that these are transcribed on the original script accordingly. Teacher-examiners are informed of final decisions made about marks by the Cambridge Inspector, and are given advice for future examining sessions about the standards applied in their marking.

### **Conducting and marking the oral examination**

This is a rigorous and demanding part of the examination. Two examiners are used for purposes of standardisation and fairness, but this can, of course, add to the anxieties of the candidate. Everything is therefore done to help candidates give of their best in relation to both presentation or commentary and discussion or questions. In constructing the schedule of oral examiners, the Schools Chair tries as far as possible to create male/female examiner pairs and to ensure that novice examiners are paired with more experienced colleagues. In the case of History-Geography, he also tries to create historian/geographer pairs - but this is not always possible. Neither of the teacher-examiners is from the candidate's own school and neither has marked the candidate's written papers. Samples of oral examinations are observed by the Cambridge Inspectors in the centres they are visiting.

The presence of two or three unknown adults in the examination room is potentially a cause of anxiety to the candidate. When a candidate enters the exam room at the beginning of the oral, one teacher-examiner should introduce himself, the other teacher-examiner and any others attending by name. He should make a point of adding, if there is an Inspector present, "Don't worry, Mr. X is here to check on us, not on you," (or words to that effect).

The examination for English lasts for 30 minutes and that for History-Geography, 15 minutes. Candidates have a preparation time of 35 and 20 minutes respectively for each. On arrival at the designated area, the candidate selects a topic or an extract at random.

For English, examiners present each candidate with one of the pre-selected and approved passages which they have chosen from the Shakespeare play that the candidate has studied. The examiners

ensure that the passage does not duplicate one that has already been used with a previous student at that centre.

For History-Geography, the candidate selects at random one of ten numbers corresponding to the ten topics prepared by his school. These choices are made 'blind' using plain cards numbered on the underside.

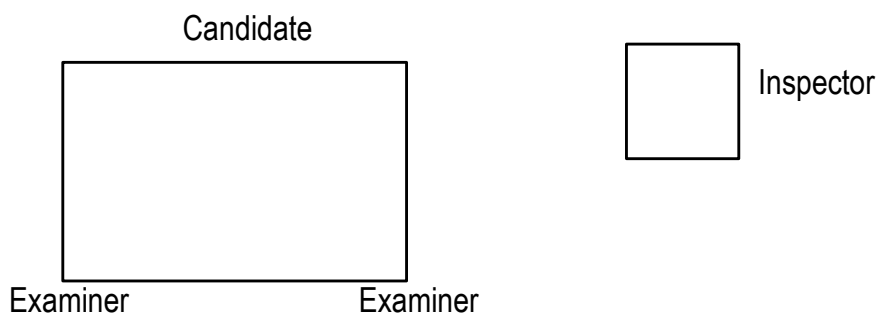
In both subjects, the candidate prepares a presentation or talk. This is of approximately 10 minutes' duration in English and 8 minutes' duration in History-Geography. This is done in a preparation room which is separate from the examining room. Rough paper is available in this room, and the candidate may take notes made during the preparation time into the examination. After the candidate's presentation, the discussion becomes more general or focuses on other aspects of the syllabus or topic.

The Head of Examination Centre must ensure that oral examination invigilators are constantly present in preparation rooms during the oral examinations. They should mark each candidate on an attendance register and check his or her identity. They should issue candidates with blank rough paper, and must not leave a candidate until he or she is collected by an oral examiner. Rooms should be scrutinised periodically. While not distracting or helping candidates, invigilators should maintain a friendly demeanour, serving candidates water if requested.

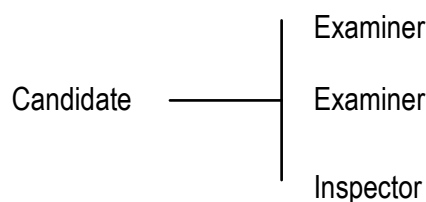
Teacher-examiners must be alert to any nervous disposition displayed by the candidate as he enters the room and do all they can to settle a candidate into the examination. In this regard:

- i) Preliminary comments should help to put the candidate at ease and, where possible, give a sense of a relaxed atmosphere. The candidate should be addressed by his first name throughout.
- ii) Examiners should not be intrusive, agitated, or dismissive. An even and pleasant tone and approach must be maintained throughout the exam.
- iii) Examiners must not interrupt candidates, except to help clarify a point, move the discussion on, or 'rescue' a candidate who is in difficulty.
- iv) Examiners must encourage rather than challenge candidates. This does not, obviously, preclude difficult or probing questions. The idea is to create conditions in which candidates respond to such questions without secondary aspects getting in the way.

Ideally, the examination room should be arranged as shown in the following diagram.



The following arrangement of seats **must be avoided**:



If a representative of the French educational *Inspectorat* asks to attend the oral examination, as they have the right to, they should sit out of the candidate's line of sight, in a position similar to that of the Cambridge Inspector in the first diagram above. A trainee teacher-examiner may observe an oral, provided that the presiding teacher-examiners give their agreement and provided that the number of non-candidates present does not exceed four. It is understood that the trainee must not have any teaching or other relationship to the candidate and is not allowed to participate in the oral in any way. Such observers should again be placed in a position similar to that of the Cambridge Inspector above.

A supply of drinking water should be available for all involved in the examination. Smoking is, in accordance with French law, strictly prohibited.

The following instructions to teacher-examiners address the issue of treating all candidates in the same way:

- i) All those involved in the oral examination must ensure that the same procedures and standards are followed for all candidates across groups and regions.
- ii) Teacher-examiners must not allow the examination to over-run. Each candidate must be given equal time, and the next candidate must not be kept waiting.
- iii) Teacher-examiners must give the same instructions and information to each candidate. They must explain to each candidate how the oral will be conducted, with special reference to the amount of time that will be devoted to each part of the oral.
- (iv) Candidates will be instructed to leave behind any rough work or notes that they have used during the oral exam. These will be at once disposed of by the examiners, no reference being made to them during the discussion of the mark to be awarded to the candidate.

Any candidate who seeks or demands a variation in the rules of the oral examination should at once be advised of the possible consequences. Obviously, these will vary according to the circumstances. If, for example, a candidate refuses to prepare a commentary on the oral topic or the passage chosen, or refuses to speak in English for the oral, he or she should be advised that a mark of zero will be awarded. Such incidents are, of course, extremely rare.

In general, the Inspector, if present, observes an oral examination in silence. He may intervene, however, if the session shows signs of over-running the time allotted or if he feels the candidate is being probed beyond his level of knowledge to no purpose. He may also intervene if one of the

teacher-examiners is dominating the questioning to the disadvantage of the other or of the candidate, or if teacher-examiners are moving in an unstructured way from topic to topic.

Examiners confer at the end of each oral to establish a 'working' grade. A five-minute period for such discussion is built in to the oral examining schedule. They may, by agreement, revise this working grade later. Time must be set aside to review working marks at the end of a convenient period, or failing this, at the end of the day. After consultation and review, a proposed mark is recorded on a standard mark sheet which is provided by the Schools Chair. Where Cambridge Inspectors are present and have observed orals, they may be consulted by teacher-examiners. The Cambridge Inspectors may invite teacher-examiners to review their procedures and provisional marks in order to ensure comparability and consistency of standards. All examiner pairs provide Cambridge Inspectors with their marks and comments via the standard form. If the Inspector is not present at the centre, these are communicated to him by the Head of Examination Centre using the fastest appropriate means. The final marks submitted to the *jury* are, in all cases, determined by the Cambridge Inspector. The Inspector's final marks are again transmitted back to Heads of Examination Centres before the *jury* takes place.

### **Estimated marks**

All schools are required to submit estimated marks for each of their candidates in the written and oral examinations to the Cambridge Inspector for each subject, as part of the formal procedures for the exam. Estimated marks for English are now given in the form of a Key Point (see below), not a mark. It is assumed that estimates will be based on a professional assessment of a candidate's likely performance in the exam. The estimated marks are kept by the Cambridge Inspector in sealed envelopes and not opened until the mark of each candidate has been provisionally agreed by the teacher-examiners.

Estimated marks serve several important functions, all protective of the candidates' interests: they may indicate candidates who perform much less well than forecast so that their scripts can be double-checked or their oral performance reviewed; they can be used by the Cambridge Inspector to determine a fair grade for a candidate in special circumstances (such as illness on the day of the exam, family problems, etc.) In the highly unlikely event of an incident affecting many candidates (such as loss of scripts before marking, or interruption of written or oral examinations), estimated marks can be used by the Cambridge Inspector, together with other available material, to determine a rank order and help award grades fairly.

### **Special consideration**

Schools are also asked to submit to the Cambridge board, **via the Schools Chair**, information about any candidate or group of candidates who, because of their particular circumstances, appear worthy of special consideration. The consideration that may be requested for candidates is of several types. A form is provided to report problems that occur on the day of the examination, such as interruption to the exam because of noise, fire alarm or bomb scare, for example; or such other matters as sudden and temporary illness of a candidate.

For other categories of difficulty, the head of the OIB Section in the candidate's school should write to Cambridge in advance and, in certain cases, seek guidance about appropriate action. A dyslexic candidate, for example, can, under French law, be granted extra time for the written paper, provided the request is accompanied by medical evidence of the candidate's condition. A candidate unable

to write because of injury may, with the approval of the Cambridge board, be allowed to use a scribe.

Special consideration may be requested for individual candidates or groups, also by letter to Cambridge. A candidate who has missed many lessons because of illness, or a candidate who has suffered recent bereavement would fall into this category, as would a group of candidates whose teacher was absent for a long period, or who had perhaps been deprived of a teacher through illness or accident.

During the process of moderation the Cambridge Inspector may, in the light of such requests, decide to adjust the mark of a candidate or candidates. However, there may be cases in which a candidate's circumstances are such that they need special care during the oral examinations, when most students will be examined at a school which is not their own. In such cases, the Head of the OIB Section at the candidate's school should contact the Head of Examination Centre at which the oral examination is to take place, so that particular attention and consideration may be given. The Cambridge board, the teacher-examiners conducting the oral, and the Cambridge Inspectors should also be advised about such candidates.

## **Second chances**

The role of the *jury* in dealing with borderline candidates (those just below the pass mark, or just below a mark which would give them a better category of pass in the *baccalauréat*) was described in chapter 1, which also mentioned the plight of candidates who, even after being considered by the *jury*, remain below the pass mark. Candidates who score between 8/20 and 9.99/20 are entitled to *rattrapage*, a second oral examination in chosen core subjects, the result of which is substituted for the earlier result on the written examination. Candidates who score just below 8 may be granted *rattrapage* by the *jury*. A candidate must take two subjects in *rattrapage*, as described above.

Such a candidate is usually advised by his teachers to choose a subject (or subjects) in which improvement is realistically possible. If he chooses an International Option subject, his *rattrapage* is conducted solely by a teacher in that subject who has been approved by the Cambridge Inspector. No other teacher-examiner is present. The chosen teacher-examiner is never from the candidate's school. The candidate does not prepare a talk or commentary. If a Cambridge Inspector is present, he may conduct the *rattrapage*, but this would be an exceptional circumstance. In English, the interviewer conducts a conversation involving all the texts a candidate has studied. In History-Geography, the conductor of the interview limits the portion of the syllabus to be examined and the number of topics to be covered, since *rattrapage* topics are defined in advance, but only communicated to the candidate once he has made his decision to take that subject as one of his *rattrapage* choices. Further information about *rattrapage* is found in the chapters on individual subjects.

## **A word of caution**

It is entirely natural that teachers should wish all their candidates to do well. However, they must be careful to avoid any contact with Inspectors or teacher-examiners that might be construed as "lobbying" on behalf of their candidates.

## PART II: ENGLISH LANGUAGE AND LITERATURE

### § 6 SUBJECT DETAILS

#### Aims

The syllabus aims:

- i) to encourage and develop the enjoyment and appreciation of literature in English, based on an informed personal response, and
- ii) to develop the ability to analyse and discuss that response and the texts which produced it, in a cogent and organised manner.

#### Objectives

The examination assesses the candidates' response to literature by allowing them to display:

<b>knowledge</b>	of the works studied and the historical and personal contexts in which they were written;
<b>understanding</b>	extending from simple factual comprehension to a recognition and conception of the nature and significance of literary texts and the issues and ideas which they raise;
<b>analysis</b>	the ability to develop and explain their response, and to identify and describe literary effects;
<b>judgement</b>	the capacity to make critical assessments and judgements of value based on close reading;  the capacity to answer questions on specific aspects and features of a text by selecting relevant material for discussion;
<b>cultural awareness</b>	the ability to appreciate the character and significance of texts produced in a language and culture which may not be their own;
<b>expression</b>	the ability to express, in fluent and effective English, ideas, opinions and responses in organised and cogent essays on literary subjects - probably (although not compulsorily) following the characteristics of a formal written register; the ability to engage in an informed literary discussion.

## **Choice of works**

Each year, in the meeting of subject teachers mentioned in chapter 3, a list of authors and set works to be available for choice by schools in the examination in two years' time is agreed by teachers and submitted to the Cambridge Inspector for approval. The authors chosen will normally be British, American, Commonwealth or any others whose works were written originally in English. An effort is made to represent a variety of historical periods, with approximately half representing twentieth century writing.

The choices of set works fall into four categories:

**Drama**

**Poetry**

**Prose Fiction**

**Shakespeare**

The Cambridge Inspector reserves the right to introduce texts by authors not suggested by schools in the interest of appropriate syllabus balance. A work may stay on the list for up to two years.

For the written paper, three works in each of the first three categories are specified; teachers choose one work from each category for candidates to prepare. In the case of poetry, anthologies may be suggested, increasing the choices available. The Cambridge Inspector chooses a suitable range of poems for study for each poet or category of poetry, and it is with this range in mind that appropriate poetry questions for the written paper should be devised. Schools are of course free to complement the Inspector's list with their own choice of poems, but candidates will not be required in their answers to show knowledge of poems outside the original list.

For the oral examination, three Shakespeare plays, and two works from each of the other three categories are specified. These works are not the same as those prescribed for the written examination. Each school selects a Shakespeare text from the three specified, and two other works from the list, from two of the three genres.

Schools are required to declare the works they have chosen to prepare for the examination, including a list of all poems studied, in the autumn preceding the examination. Forms for these declarations are sent by the Schools Chair.

## **The written examination**

4 hours; all answers written in English

*Please note that set texts may NOT be taken into the examination.*

### Part 1: Individual Works (2 hours 40 minutes)

*Two questions, 1 hour 20 minutes each; two-thirds of the total marks*

A total of 18 questions are set, 2 on each prescribed text. Candidates are required to write answers to 2 questions, which must be chosen from different sections.

Section A      Drama

Section B      Prose Fiction

Section C      Poetry

### Part 2: Critical Appreciation (1 hour 20 minutes)

*One question, 1 hour 20 minutes; one-third of the total marks.*

Candidates must write a critical appreciation of previously unseen poetry or a passage of previously unseen prose. (Note that the prose extract is not necessarily from a work of fiction; it may be taken from non-fiction genres, such as travel writing, letters, diaries, essays, etc.) Suggestions are given in the question about possible areas of focus, and candidates are asked to analyse by what means the aspects or effects discussed are created or achieved.

## **The oral examination**

30 minutes (after 35 minutes' supervised preparation); in English

### Part 1: Detailed commentary followed by discussion (approximately 15 minutes)

Candidates are required to give a detailed commentary on a 30-line passage from the Shakespeare play that they have studied and to discuss it with the examiners. Passages are defined by teacher-examiners and one of these is selected for the candidate who then spends 35 minutes preparing his commentary in a supervised preparation room. A question and answer session on the whole text follows the commentary. Time is divided equally between prepared commentary and discussion.

### Part 2: Other oral texts (approximately 15 minutes)

Candidates are required to engage in a discussion of the two other works prepared for the oral examination.

## § 7 INSTRUCTIONS TO EXAMINERS

### Written examination

- 1) Answers must be assessed on a twenty-point scale. For reasons which will become apparent below, five Key Points on this scale are defined by detailed marking criteria:

20	Very good
17	Good
14	Satisfactory
11	Elementary
8	Poor

These criteria are designed to permit accurate and consistent assessment within the range 7 - 20.

Marks in the range 0 - 6 ('Unclassified') should be awarded only for work which is, to all intents and purposes, worthless. No detailed criteria, therefore, are provided for this range; answers falling within it are rare, and can only really be evaluated on 'feel'.

- 2) The criteria to be used are the following:
  - i) Relevance: adherence to the question and coverage of points raised by it.
  - ii) Content: familiarity with, use of, and development of relevant ideas about the text.
  - iii) Structure: organisation and logic of argument.
  - iv) Expression: quality of language and style.

Naturally, it is anticipated that the content and relevance of what candidates say in the examination will reflect their firm engagement with the substance of the course. As a consequence, within the overall assessment of each piece of the candidates' work, content and relevance are given greater weight (in the approximate ratio of 2:1) than structure and expression.

- 3) The assessment profiles found in chapter 8 indicate typical characteristics of answers which it would be appropriate to situate at the five Key Points. All characteristics listed should be taken into account in the process of assessing, but it should be remembered that mixed profiles are likely to be common. The aim in marking is to find what is often known as the 'best fit'; that is to assign an answer to the Key Point whose overall profile it most closely corresponds with.

Examiners are instructed to apply Key Point criteria 'globally', considering relevance, content/demonstration, structure and expression together. They should not expect essays to fulfil all conditions for each Key Point. Such an approach requires them to be as familiar with each Key Point description as possible, and to refer to the descriptors continuously when marking.

- 4) Marking in a subject of this kind cannot ultimately be other than by impression. Examiners should therefore begin by expecting every answer to earn a mid-range mark (i. e. 14), and move upward or downward from that level according to the view they form as the answer progresses.

5) Examiners should be positive in their approach to assessment, looking for points to reward and highlighting such points with ticks. These ticks will help, in looking over an answer, to determine a mark for it.

6) In addition to ticks, answers should be liberally annotated with brief comments and readily understandable marginal symbols, for example:

(√)	possible
?	doubtful
x	wrong
e.g.	substantiation lacking
↓	weak continuity
N	narration
I	irrelevance
R	repetition
E	serious fault in English
S	serious fault in style

7) Each answer should have ascribed to it brief written comments describing its character in terms of the Key Point descriptors. These comments should be recorded on the separate standard form supplied to written examiners by the Schools Chair. Comments such as 'Good' or 'Poor' should be avoided: they are of little use subsequently and, in any case, are implicit in the mark.

8) Examiners must make use of the entire mark range, where this is appropriate.

9) Fragmentary last answers should not be over-rewarded. (A candidate's ability to apportion his time satisfactorily is one of the skills that the examination tests.) The maximum mark for even the best answer entirely in note form should not exceed 11/20.

10) Generally speaking, the length of answers should not in itself be taken as indicative of their merit. (The unduly brief answer will almost inevitably penalise itself by failing to treat the question in adequate depth.)

11) Care should be taken not to over-value answers in which narrative - even very full, accurate and well-written narrative - predominates over discussion. An answer which is mainly narrative should not score higher than 11/20. At the same time, it is important to recognise the value of selective narrative touches whose relevance may have been allowed to remain implicit as a matter of technique.

12) It is possible that, during the marking of the written papers, an examiner may find difficulty with a particular question. He should contact the Cambridge Inspector to discuss the marking of this question.

13) Once the teacher-examiner has determined final marks for individual answers, the overall mark for the paper is calculated in the following manner:

i) The marks out of 20 for each answer are added, to give a mark out of 60.

ii) This total mark is then divided by 3. (Wherever the result so obtained contains a fraction, it should be rounded up or down to the nearest whole mark. Half-marks

should be rounded up). This produces the final mark to be awarded for the script as a whole.

- 14) i) If, when the final mark for the entire script has been calculated, that mark is strongly felt by the teacher-examiner to be unrepresentative of the script's overall quality, then all three of the candidate's individual answers must be re-marked with close reference to the detailed criteria. Any modification(s) resulting from this review must be recorded next to the answer(s) in question in his report to the Inspector, and the strict arithmetical process described in (13) above should now be re-applied.
- ii) Under no circumstances should the overall mark for a script ever be adjusted on any other basis.
- iii) The final mark for such scripts is confirmed by the Cambridge Inspector. The teacher examiner should highlight such scripts when marks and reports are sent to the Cambridge Inspector.
- 15) Once the final marks for all candidates have been determined, they are officially recorded for the information of the *jury*. Where the total marks in all subjects of a given candidate place him/her within reach of the *mention* above, French teacher-examiners present at the *jury* may agree to an additional mark in their subject. The Cambridge Inspector may, therefore, indicate that an additional mark may be awarded to a candidate in either the written or oral examination – or both – if such a discussion takes place in the *jury*. This is done by placing an asterisk next to the final mark, thus 14\*.

## Oral examination

### Passages for the commentary

Teacher-examiners select a number of appropriate passages for detailed commentary on the Shakespeare play. These are approved via agreement between teacher-examiners (who always examine in pairs). The pair may refer chosen passages to the Subject Leader in case of doubt. No one except the relevant oral examiners (and the Subject Leader, where passages have been referred) knows which passages have been chosen and in which region they are to be used

Where practical, enough different passages should be chosen to provide at least one per candidate. If this is not possible, each extract is to be used no more than twice consecutively. (Use across a lunch break, across any other kind of break or overnight does not count as consecutive use.)

A passage should consist of between 30 and 34 lines of the Shakespearean text, including any opening or closing stage directions. Each extract chosen should be sufficiently central to the text, and contain sufficient variety of material, to provide comfortable scope for a commentary lasting ten minutes. An extract should take the form of a clean, well presented photocopy of the relevant piece of text, placed in the centre of an A4 sheet, so as to allow the candidate room on all sides for his own annotation. Every fifth line of the extract should be numbered, for ease of reference, and all speakers should be identified.

The teacher-examiners should prepare three copies of the extract (two for each member of the examining pair and one for the candidate). If it is possible that the Cambridge Inspector will attend orals at this centre, a fourth copy should be prepared.

When the candidate arrives for the oral examination, he is given the pre-selected passage. He is then allowed 35 minutes' supervised preparation time. The candidate is allowed access only to the photocopied passage and to a supply of rough paper. In the oral itself, he may refer to any notes he has made during preparation time.

### **Starter questions**

Teacher-examining pairs should bring with them to the examination centre a range of reasonable starter-questions relating to the two other texts under consideration. A 'reasonable' question in this connection is one whose meaning is likely to be immediately apparent to an eighteen-year-old student, and which will allow him genuine freedom to answer in his own manner. These questions may be discussed with the Subject Leader before the orals begin. A teacher-examiner should always be clear in his own mind, before deciding to ask a question, what sort of answer it may justifiably be expected to produce, but he must also be aware that it may very well elicit an excellent answer of an entirely unexpected kind. Starter-questions should allow a wide range of answers.

Whilst starter-questions of the kind just described can be decided upon in advance of the oral, it is clear that the course of the discussion which ensues will be largely unforeseeable. The examiner should, however, do his best to ensure both that his subsequent questions, although impromptu, are 'reasonable' in the sense defined above, and that in general they arise naturally from the candidate's own preceding remarks. It is hoped that, at the highest level of performance by the candidate, starter questions will not be needed.

### **The Shakespeare commentary**

One of the two teacher-examiners conducting the oral will begin by asking the candidate to read the beginning of the selected passage aloud. The quality of the reading does not affect the mark in any way. If the passage is dialogue, one of the teacher-examiners may offer to read the smaller part himself. If the reading is taking too long, the candidate is interrupted, thanked for reading, and invited to begin his commentary.

The commentary should last between 7 and 10 minutes and be interrupted by teacher-examiners only if a candidate appears to be in difficulties and to require encouragement. The remainder of the first half of the oral (between 5 and 8 minutes) is taken up with further questions either on the passage itself, or on the Shakespearean work from which it was taken, or both. Teacher-examiners should give candidates a chance to restate or correct comments that were unclear, inaccurate or weak, and prompt further details of promising aspects of the commentary. If a candidate's performance appears to be very good, teacher-examiners should probe to discover just how good.

### **General discussion**

The second half of the oral lasts approximately 15 minutes and takes the form of more general questions on the two texts from the drama, poetry or prose fiction categories which the candidate has studied. It is hoped that this part of the oral will develop into a natural literary conversation.

A candidate who shows signs of talking for a disproportionate length of time about works not prescribed for the oral is brought tactfully back to them by means of a fresh and preferably related question.

At the end of the oral (which, in fairness to all concerned, should in each case be the full 30 minutes and no more) the examiners should always thank the candidate for taking part. They must, however, avoid at all costs making any remark which might be construed as implying an evaluative judgement, however vague, of the candidate's performance.

### **Conducting and assessing the oral**

In general, the oral is to be conducted by the examiners, with the Cambridge Inspector, if present, intervening rarely, if at all. It is recommended that the responsibility for note-taking during the examination be assumed exclusively by one of the examiners, with a view to disconcerting the candidate to no greater extent than is absolutely necessary.

Teacher-examiners should be careful to ask candidates for evidence from the text(s) for the opinions they offer, rather than allowing candidates to speak in generalities. A list of the titles of the poems studied must be made available in the examination room but no texts themselves are to be provided.

Each oral performance must be assessed on a twenty-point scale and on the same basis as the written paper, described earlier in this chapter. The sole criteria to be used are the following:

- i) Relevance: coverage of points raised by the commentary and by the general discussion
- ii) Content: familiarity with, use of, and ideas about the text
- iii) Structure: organisation and logic of argument
- iv) Expression: quality of language and style.

The assessment profiles in chapter 9 indicate typical characteristics of oral performances which it would be appropriate to situate at the five Key Points. All listed characteristics should be taken into account in the process of assessment, but it should be remembered that mixed profiles are likely to be common. The aim in marking should be to assign a performance to the Key Point with whose overall profile it most closely corresponds.

As for the written examination, marking in a subject of this kind cannot ultimately be other than by impression. Examiners should therefore begin by expecting every candidate to earn a mid-range mark (i.e. 14), and move upward or downward from that level according to the view they form as the oral progresses.

As mentioned earlier, examiners should be positive in their approach to assessment, looking for qualities to reward, rather than seeking to detect and penalise areas of ignorance. In particular, full credit must be given even for judgements and interpretations with which an examiner happens personally to disagree, provided that they are satisfactorily argued. Occasional linguistic errors should not be penalised, except insofar as they genuinely impair intelligibility.

Both parts of the oral (i.e. the Shakespeare commentary and the general discussion of the other two texts) should be treated as equally influential in determining a candidate's overall mark. Examiners should resist the temptation, however, mentally to award a mark for the commentary before they have completed the second part of the interview.

The process of the two examiners coming to an agreed mark for a candidate's performance consists of two phases:

i) Once the candidate has left the room, the examiners confer, referring closely to the notes made during the oral and to the detailed Key Point descriptors. In the first instance they agree a Key Point mark of 8, 11, 14, 17 or 20. (See the section above for performances falling in the below Key Point 8 range, and therefore not covered by the Key Point system.)

ii) Once a Key Point mark is firmly agreed, the examiners may, also by agreement, adjust this upward or downward by one mark out of twenty, but never more. This 'fine-tuning' brings the full mark-range into play.

Please note that there is every likelihood that, while the phase i) mark is still in the process of being negotiated, one or both of the markers may already have in mind an adjusted intermediate mark which he would ultimately wish to see awarded to the candidate. It is, however, essential to the method that no such mark be mentioned by either party until firm agreement exists on a Key Point placing.

If the Cambridge Inspector is present, he may, after assessing the marks awarded by other teams of teacher-examiners, raise or lower a whole group accordingly if the marks for that group (but not a candidate) appear markedly discrepant. The teacher-examiner team affected is advised of such a decision.

Once the final marks for all candidates have been determined, they are officially recorded for the information of the *jury*. Where the total marks in all subjects of a given candidate place him/her within reach of the mention above, French teacher-examiners present at the jury may agree to an additional mark in their subject. The Cambridge Inspector may, therefore, indicate that an additional mark may be awarded to a candidate in either the written or oral examination – or both – if such a discussion takes place in the jury. This is done by placing an asterisk next to the final mark, thus 14\*.

### ***Rattrapage***

In cases where a candidate has been granted *rattrapage* and where he has opted for OIB Language and Literature, a Cambridge-approved teacher-examiner, who is nominated at the point in the year when all teacher-examiners are named, conducts the *rattrapage* interview on his own. Because the result of *rattrapage* is a mark replacing the previous written mark, it is essential that it offer the chance of a rigorous examination of the candidate's knowledge and understanding. This is best achieved by a sustained conversation between the examiner and the candidate. The examiner is then free to concentrate entirely on the candidate and to guide the discussion logically and coherently without having to yield to another examiner the opportunity of questioning. In addition, a candidate is likely to be under less stress when faced by only one interlocutor.

The *rattrapage* interviewer conducts a conversation involving (potentially) all the works the candidate has studied.

## § 8 MARKING CRITERIA FOR THE WRITTEN EXAMINATION

### Notes on the implementation of the Key Point descriptors

The marking criteria describe typical features of work at each Key Point. It is not expected that all the listed features of a given Key Point should be present in a piece of work in order for it to qualify for a mark within that Key Point. For example, an answer may exhibit some features that suggest Key Point 20 and others that suggest Key Point 17; its qualities should be balanced and it should be awarded the Key Point that offers the “best fit”.

The Key Point descriptors beginning on the next page relate to the assessment of complete answers. Incomplete or brief answers should be adjusted accordingly. For example, work displaying qualities that suggest Key Point 17 **potential** may receive Key Point 14 or less if it is insufficiently developed.

## KEY POINT 20: VERY GOOD

### General

A full and imaginative response. Complex and subtle, yet clear. Knowledge of the set texts, or reading of the Critical Appreciation text, secure enough to allow for well- developed analysis that is alert to the possibilities of the question. Response to literary qualities of the texts will be sensitive. Skills of writing, demonstration and close reading will be evident to a high degree.

### Reading and Response

#### **Part 1: Set Texts**

Knowledge of the text is detailed and secure; use of it to discuss the issues raised by the question shows understanding and insight, often of a personal kind though supported by a sense of literary conventions and effects. Complex issues and ambiguities are likely to be handled gracefully and without reducing the text; and use of detailed reference is illuminating. Literary qualities and effects within the text will be discussed in relation to meaning. A sense of the contexts in which the works studied were written and understood may be evident.

#### **Part 2: Critical Appreciation**

Close reading and broad overview of the text are likely to be naturally combined into a sophisticated, coherent reading which is clear but not reductive. The candidate may offer and balance different possible readings, and will be at ease discussing suggestion or ambiguity. Response will reveal insight, often personal. Literary features of text – style, structure, devices, techniques, etc. – should be discussed in relation to their effects and their contribution to meaning. The candidate is likely to make confident, sensitive judgements of tone. Whether the guiding question is used or not, the result is a full, complex reading. Breadth of reading may be apparent in the candidate's ability to offer context – e.g. recognition of genre, or of literary features and their significance; awareness of different critical approaches.

### Demonstration

Structure will be clear, with logical progression and effectively linked and structured paragraphs; yet flexible enough to avoid reductive approach. Argument, discussion and evidence are probably woven naturally and inseparably together. Ability to prioritise central lines of argument, text and evidence, and to handle other areas deftly and appropriately, will be evident. *(In **Part 2: Critical Appreciation**, a candidate who uses the guiding question will make it a springboard for a full, subtle argument; a candidate who has chosen not to follow it will create a convincing independent argument.)* Persuasive, engaging and perhaps exciting writing.

### Expression

Complex ideas are articulated with clarity. Language will give a vivid sense of the candidate's response to the text, rather than simply being a means of transmitting ideas. Critical vocabulary is used appropriately. English should be fluent and polished, with only occasional errors of grammar, punctuation and spelling.

## KEY POINT 17: GOOD

### General

A response that demonstrates some thoroughness and sensitivity. Skills of writing, argument and close reading are secure, if lacking some finesse; sensitivity to nuances of language and ideas is also likely. Where appropriate, the answer shows an awareness of some of the ways in which meaning and suggestion can be conveyed by style, structure, tone or literary devices, as well as by literal meaning of words. The question has been understood, considered and discussed in a reasonably balanced fashion.

### Reading and Response

#### **Part 1: Set Texts**

Knowledge of the text is secure; use of it to answer the question is focused and selective. Some telling use of detail may be expected. Response to the text is likely to be personal, and the candidate shows clear understanding of central issues as well as some awareness of implicit meanings or suggestion – although more complex ideas may be handled in a slightly reductive fashion, and subtlety and finesse may be lacking. The candidate is likely to discuss literary features of the text in relation to their effects where this is appropriate.

#### **Part 2: Critical Appreciation**

A confident handling of the text, offering some close, detailed reading as well as a broader overview, and considering implicit meaning and suggestion where appropriate. The candidate attempts to discuss literary features of text – style, structure, etc. – in relation to their effects, and offers judgements of tone, language choice, etc. where appropriate. Response reveals understanding and insight, and perhaps some awareness of the telling detail: a thorough, proficient reading with some 'literary' sensitivity. At the same time, a minor misreading amidst good commentary should not prevent a candidate from being awarded this Key Point.

*(Candidates who have chosen **not** to follow the guiding rubric in the question must offer a well-structured and sensitive reading; those who **have** followed the guiding rubric should exploit its possibilities to offer a thorough account of the text.)*

### Demonstration

Structure is be generally clear, with well-constructed paragraphs and reasonably clear linkage, even if the more complex or subtle ideas may be less well controlled or sequenced into the argument. Argument should be generally purposeful in establishing a view of the text and the question. Ideas are discussed and supported by evidence; but the candidate's thoroughness may mean that central issues and less important ones are given equal weighting and the 'forward thrust' of the argument is lost at certain points.

### Expression

Control of language is secure, though there may be occasional errors (e.g. careless or second language slips.) Choice of words should be careful enough to give some sense of the candidate's subjective as well as intellectual response; ideas are conveyed effectively. Critical vocabulary is used where appropriate.

## KEY POINT 14: SATISFACTORY

### General

An answer that displays understanding of the question, and which exhibits competence rather than flair. Basic skills of writing, analysis and attentive reading are evident, as well as a sound – if not especially subtle – knowledge and understanding of the set texts, even if this sometimes tends to the narrative rather than the analytical.

### Reading and Response

#### **Part 1: Set Texts**

Sound knowledge and often thoughtful understanding of the text, even if the candidate tends to see it in terms of theme or character. There may be some appreciation of the literary qualities or strategies of the text, though these are not closely examined. Some sense of significant detail may be apparent, probably only intermittently. Response may be unimaginative but sound.

#### **Part 2: Critical Appreciation**

A reasonably coherent view of the text. Explicit meaning is understood; there is some awareness of implicit meanings or suggestions, though these may not be integrated into a coherent overall reading. Some evidence of close reading is visible: there is reference to details of the text, though these may not be fully discussed. There are likely to be signs of sensitive response to the text – judgement of tone, or an awareness of the strength of feeling expressed in a poem. The candidate's reading of the text should demonstrate a careful, if unimaginative approach to meaning and interpretation – even if there may be occasional misjudgements or misunderstandings. The answer may show some sense of the literary features of the text, though it is less likely to discuss the effects they create.

*(Candidates who have chosen **not** to follow the guiding rubric in the question, and who thus have had to develop an independent reading of the text, may offer a less coherent and structured – or reductively linear – reading at this level.)*

### Demonstration

Argument should be reasonably clear, even if the clarity is reductive. Structure is likely to be coherent, though it may be unbalanced or list-like; and 'signposting' and logical progression are reasonably helpful to the reader. *(In **Part 2: Critical Appreciation**, candidates who have chosen not to follow the guiding rubric in the question, and who have thus had to construct an independent argument, may offer less clarity at this level.)* A tendency to narrate or describe, rather than analyse may be apparent; but some effective analysis should be expected. Evidence may be effectively used, though not fully discussed, and possibly awkwardly woven into candidate's writing.

### Expression

Control of language should be reasonably secure: transmission of sense is not impeded and grammar, spelling and punctuation are fairly accurate, despite occasional lapses. Vocabulary and variety of sentence construction may be limited, but adequate. Some critical vocabulary is used where appropriate.

## KEY POINT 11: ELEMENTARY

### **General**

An elementary answer that shows some understanding at a basic level, but offers limited use of knowledge (for the set text questions), or little detail or development. There is some attempt at illustration and discussion, even if this is not sustained, or is in narrative form. Some sound moments, even if the answer as a whole lacks coherence or only provides it in a simplistic and mechanical response to both text and question. Control of written English may be flawed, but sufficient to ensure basic communication.

### **Reading and Response**

#### **Part 1: Set Texts**

Some knowledge of the texts is demonstrated, though this may be superficial, or not used in an appropriately selective way to answer the question. Some understanding is evident, even if it is crude, or presented in the form of narrative, or limited to the more straightforward features of the text. Promising moments of analysis or of engagement in the language and issues of the text fail to develop or are unsupported. Response to the text is likely to be rigid and awkward rather than flexible or personal. Any discussion of literary features of the text – style, structure, devices, etc. – is likely to be out of context.

#### **Part 2: Critical Appreciation**

A reading is offered, though it may be inconsistent and superficial. There are some moments of insight and understanding, probably at a literal level; but little sense either of subtleties or of a coherent overview of the text. Crude simplification is likely, as are some misreading or distortion. There is occasional discussion of detail, though it may remain undeveloped. Literary features of the text – style, structure, devices, etc. – may be mentioned, even if these are taken out of context, rather than seen in terms of meaning or effect. Promising moments either of analysis or of engagement in the language and issues of the text fail to develop.

### **Demonstration**

Ideas may be stated clearly, even if not fully developed; logical progression is evident, though it is likely to lapse, and may be simplistic and assertive. The terms of the question may be partially understood, but a genuine discussion of question and text should not be expected at this level. (In

**Part 2: Critical Appreciation**, candidates who have chosen not to follow the guiding rubric probably show particular difficulty in constructing a clear, purposeful argument.) More description, paraphrase and unsupported assertion than analysis; some central issues are raised, but not developed. Evidence may be offered, but handled briefly or left undiscussed. The answer shows a certain insight into some aspects of the text, but a lack of coherence and development.

### **Expression**

Control of language is adequate to a basic communication of thought, even if it is too approximate to convey ideas or response in a precise manner. Critical vocabulary may be used with irregular success, and is probably not always be there when it is needed.

## **KEY POINT 8: POOR**

### **General**

Lack of knowledge and/or understanding prevents the candidate from answering the question with any clarity or coherence. Writing shows a struggle to organise thought, but argument and local progression can probably only be glimpsed. Where there is reference to the text, its purpose may not be clear. There is little sense of literary appreciation or engagement with the text.

### **Reading and Response**

#### **Part 1: Set Texts**

Knowledge of the text is poor enough to prevent the candidate from answering the given question adequately, and is confined to primary level of meaning – plot and character, for example. Significant errors and confusion are likely. Understanding is similarly limited: there is little sense of literary appreciation or engagement with the text.

#### **Part 2: Critical Appreciation**

A reading is offered, though it is likely to be erratic and confused. There may be glimpses of understanding, but these involve simplification and may be entangled with misreading and distortions. Close reading should not be expected, but there may be some slight sense of engagement.

### **Demonstration**

There may be some signs of an argument, but this lacks coherence; there may be an occasional sense of logical progression. Moments of analysis may be glimpsed, even if they are brief and unconnected. Evidence, if it is offered, is likely to be unexplained, or tangential to the point.

### **Expression**

The candidate's struggle to make a clear statement is evident, though control of language is neither sustained nor precise, and reading may be difficult.

## § 9 MARKING CRITERIA FOR THE ORAL EXAMINATION

### Notes on the implementation of the Key Point descriptors

As is the case with the written part of the examination, these describe *typical features* of work at each Key Point. It is not expected that *all* the listed features of a given Key Point should be present in an oral in order for it to qualify for a mark within that Key Point. For example, one part of an oral may exhibit some features that suggest Key Point 20 and others that suggest Key Point 17; its qualities should be balanced and it should be awarded the Key Point that offers the 'best fit'. If there is significant imbalance in the handling of the three texts studied for the oral, this should be reflected in the mark awarded.

These criteria should be interpreted *positively* – examiners should be seeking for ways to reward in the first instance.

### Timing

The oral examination lasts half an hour. It is divided as follows:

Shakespeare: 15 minutes, with overall balance between commentary and discussion

Set texts: 15 minutes, with balanced discussion of both texts

These times should be carefully adhered to. Because it is important that all three oral works be discussed in the 30-minute period, one of the teacher-examiners should act as time-keeper. Commentary on and discussion of the Shakespeare passage should be kept to no more than 15 minutes. It is assumed for Key Points 11 and above that the commentary is of the correct length. Examiners should alert candidates who are in danger of overrunning their commentary with an appropriate, gentle warning, such as, 'Was there one final point you would like to make?'

The candidate should be given a fair chance with each of the other two texts, and some imbalance of time should be tolerated – indeed, it is probably inevitable. However, the largest tolerable imbalance should be five minutes on one text and ten on the other. A more nearly equal division is desirable. A candidate who is in danger of speaking for too long on the first text should be gently interrupted and asked to move on to the second. If the contrary problem occurs (that is, the candidate, despite encouragement, "dries up" so quickly on the first text that five minutes have not elapsed), teacher-examiners may move on to the second and return to the first at the end of the oral.

## **KEY POINT 20: VERY GOOD**

### **General**

This performance is assured and sophisticated. No time is wasted on trivial or unproductive details; there is neither gratuitous narrative nor superfluous reiteration. There is overall detailed familiarity with the three texts and telling as well as economical use of that knowledge, a wide range of thoroughly considered insights and judgements. There is perceptive analysis of character and relationships, including an ability to see these as evolving rather than static, as well as awareness of thematic and stylistic features through close reading.

### **Reading and Response**

#### **Part 1: Commentary on Shakespeare passage**

This commentary is very full, possibly even comprehensive, and always firmly grounded in the given extract. The chosen structure is successful in allowing the candidate to manage necessary contextual reminders and close reading. It draws extensively on broader knowledge but always for the purposes of illumination. There is strong awareness of the context of the extract, shown in succinct and selective reminders of those elements of context upon which the commentary is principally to rest. Thorough understanding and clear summary of the context's main claim(s) to overall significance are clear.

Thematic issues and features such as language, imagery and irony are weighed in relation to the context which generates them and in terms of their dramatic effects. There is sensitivity to implication, connotation, tone etc. and a sense of the cumulative effect of individual technical touches.

The candidate's discussion is informed by a keen sense of the text as drama.

#### **Part 2: Set Texts**

Ready appreciation of point/possibilities of questions and also the ability to draw useful and stimulating comparisons.

### **Demonstration**

The capacity to sustain a coherent and purposeful line of argument, perhaps even making concessions or sketching out possible alternatives without losing the thread. Real dialogue is possible.

### **Expression**

English is expressive, with a vocabulary which allows variety and precision. Francophone errors are rare. Delivery is clear and controlled.

## **KEY POINT 17: GOOD**

### **General**

This performance shows good, sound familiarity with the texts, evidence of close reading, insight, and an ability to argue and demonstrate. There is sensitive and effective use of reference for substantiation and illustration. There is a minimum of gratuitous narration. There is sensitivity to language and ideas and a preparedness to examine stylistic features as well as character and relationships. The adaptation of knowledge to the situation is virtually always sensible and effective. Insights and judgements are well-considered and digested.

### **Reading and Response**

#### **Part 1: Commentary on Shakespeare passage**

The candidate offers a full, well-structured commentary (though its structure might possibly be too obtrusive) which is more or less continuously grounded in the text: if subdivided, divisions are sensible and helpful. It draws on broader knowledge in a way that is usually illuminating and strays only briefly, if at all, from relevance to the original material. Satisfactory awareness of context leads to thorough (perhaps even over-thorough) reminders of background and overall significance. There is good, sound familiarity with the text and its dramatic context. There is also confident handling of the extract, offering some close, detailed reading as well as a broader overview. There is integrated discussion of character and relationships (even if seen as static rather than evolutionary), and acknowledgement of thematic issues (even if the approach is a little formulaic), and of features such as imagery and irony. Individual technical touches are well described although their cumulative effect may not be explicitly dealt with.

Awareness of the characteristics and techniques proper to the genre of drama is evident.

#### **Part 2: Set Texts**

Clear evidence of an active and committed response to reading through a range of informed and considered opinions, good solid knowledge and understanding of both works treated. (It is possible to discuss more than a limited selection of poems, for example, though there may be some acknowledgement of difficulty with individual poems or extracts.)

### **Demonstration**

There is the capacity to sustain, with no more than occasional loss of control, a sound and organised line of argument. Knowledge is flexible enough to allow for changes in text and topic.

### **Expression**

The use of language is secure and effective, though there may be occasional errors (e.g. careless or second language slips).

## **KEY POINT 14: SATISFACTORY**

### **General**

The candidate shows a basically sound knowledge of the texts and a willingness to discuss them. The use of knowledge is also fairly sound though it may be on a rather literal, narrative, character-and-theme level. There may be some unevenness, with some texts clearly preferred. There is likely to be some gratuitous narrative, and superfluous reiteration, with some consequent wasting of time and blurring of focus.

### **Reading and Response**

#### **Part 1: Commentary on Shakespeare passage**

The commentary is adequately full and, on the whole, grounded in the given extract. It introduces broad contextual knowledge in ways that are often helpful but which occasionally lose sight of the original point of departure; this can result in some loss of focus in discussion of the whole work. A definite structural approach has been adopted, even though it may not be fully sustained or may have drawbacks. (A wholly linear method may lead to too much reiteration and to treatment at equal length of the important and the trivial; a wholly non-linear might neglect developmental features.) There may be an attempt to subdivide the extract, though transitions are likely to be abrupt or blurred. However, the organisation is sound enough to make the commentary easy to follow.

The context of the extract is usually understood but it may be stated in excessive detail and references to it might be clumsy. There is competent (although possibly somewhat simplistic) analysis of character and relationships and an ability to point out major themes though, perhaps, not to discuss them in detail. Close reading is attempted: stylistic features may be noted, though imagery may be treated as self-explanatory. There is understanding of genre and possibly of dramatic effect, including perhaps irony, but there may not be much specific awareness of this.

#### **Part 2: Set Texts**

There is sound, basic knowledge of both works discussed, with only minor gaps or inadequacies and there are informed and considered opinions. The candidate should show careful if unimaginative response to both texts. There is an ability to support assertions, though a tendency to limit discussion to character and (possibly) relationships without much reference to genre.

### **Demonstration**

There should be an ability to argue at times, even if the tendency is to describe, rather than analyse. The candidate can point to parallels and contrasts. Changes of topic or text might cause hesitation, but the candidate's knowledge is flexible enough to permit discussion.

### **Expression**

The candidate's control of language should be reasonably secure: transmission of sense is not impeded and grammar is fairly accurate, despite occasional lapses. Vocabulary and variety of sentence construction may be limited, but adequate.

## **KEY POINT 11: ELEMENTARY**

### **General**

A performance that shows some basic understanding, but where there are considerable gaps and inconsistencies. Discussion may centre on plot and character though there is a tendency to be superficial on the latter and (especially) on relationships. There is broad familiarity with the texts and willingness to discuss them. There may be too much attention to trivia, a tendency to narrate, and a great deal of repetition. Where there is an interesting insight or judgement, it is undeveloped and/or disconnected, possibly giving the impression of being insufficiently considered or digested.

### **Reading and Response**

#### **Part 1: Commentary on Shakespeare passage**

The commentary is not very full but is broadly based on the given extract though there may, at times, be confusion about whether commentary is based on the extract or the whole text as too much or too little contextual background may be supplied. It may open with a context setting 'introduction' but there may be little precise relating of this to the commentary. There is some extended textual knowledge though there may be errors on points of detail and sequence. The commentary may take the form of a linear combing of the text so includes a good deal of avoidable repetition, and a lack of discrimination as to the relative importance of the features discussed. There is little discussion of stylistic features though themes or images may be mentioned rather than commented on. There is little sense of a flexible or personal response to the text, and little sense of it as a play.

#### **Part 2: Set Texts**

Opinions about the texts are offered, though they may seem arbitrary, ill-digested or superficial. There are some moments of insight and understanding, probably at a literal level, implying, on the whole, a rather passive response to reading. One text may be known and understood noticeably less well than the other and, in both of them, gaps and/or inaccuracies are likely and may cause misreading or distortion. There is occasional discussion of detail, though it may remain undeveloped. The candidate is unlikely to introduce unprompted parallels or contrasts. There is little or no discussion of stylistic or structural features of the text.

### **Demonstration**

There is a tendency to state rather than argue. Insightful comments cannot be expanded in dialogue and may seem unrelated to the candidate's own reading of or response to texts. Discussion takes the form of unsupported assertion and knowledge may not be flexible enough to allow for changes of direction or previously unfamiliar thought. The candidate may fail to grasp the main point of questions and may not seek clarification so answers may be rambling and ill focused.

### **Expression**

Use of language is controlled and relaxed enough to seem natural even if it is at times incorrect or too imprecise to convey ideas effectively.

## **KEY POINT 8: POOR**

### **General**

Opinions are offered, though based on little or seemingly only partially understood evidence. There is some overall understanding of the texts, but considerable simplification, serious misreading and distortion. There is no close reading of texts. There may be unwillingness to discuss or engage with them.

### **Reading and Response**

#### **Part 1: Commentary on Shakespeare passage**

The commentary is very thin; it may also either be too short or overly long because of repetition. There is some attempt to structure, perhaps following the passage chronologically, possibly reading selected lines aloud. The commentary may seem only to be very loosely based on the extract (with which there is some familiarity), but overall knowledge of the text is very vague, patchy or even faulty enough to suggest travesty. Knowledge is included rather than exploited. There is concentration on character rather than relationships, themes, imagery, etc. though understanding is limited – accounts of characters are simplified and/or distorted. There is no appreciation of genre, stagecraft or stylistic features.

#### **Part 2: Set Texts**

There is little sign of an active response to reading or of engagement with either of the texts. Opinions remain at the level of unsupported generalisation and there are a number of significant gaps even at a very basic level of textual knowledge where there may be considerable distortion. There is little attempt to compare, parallel or contrast within texts. There may be failure to understand questions, their direction or implications. Lack of flexibility in knowledge may make changes of text or topic problematic.

If it proves to be impossible to discuss either text at all, the candidate must be placed lower than this point.

### **Demonstration**

There may be some moments when analysis is attempted. Evidence may be offered, even if it is unexplained or irrelevant. Textual evidence may take only the form of narrative. As answers are not argued, opportunities for discussion are rare.

### **Expression**

The candidate's struggle to express himself is evident; vocabulary may seem too limited to allow for sustained commentary or dialogue; the candidate may manifest discomfort with the task.

## PART III: HISTORY-GEOGRAPHY

### § 10 SUBJECT DETAILS

#### Aims and objectives

The syllabus aims to develop the skills of the historian and the geographer, including the following:

- The ability to extract and classify information from a variety of sources.
- The ability to assess and interpret material.
- The ability to place material in its relevant context.
- The ability to give a coherent synthesis of the material in written and oral form.
- The ability to show a proper awareness of characteristics of places and events and the interaction between them.
- The use of relevant and precise examples to illustrate an answer.

The syllabus seeks to provide an introduction to History and Geography as separate disciplines and to develop both an understanding of historical and geographical concepts, and of concepts in History and Geography.

e.g.	<b>Historical concepts</b>	Change and continuity Cause and effect Similarity and difference
	<b>Concepts in History</b>	Totalitarianism, democracy, communism
	<b>Geographical concepts</b>	Space, environment, region, networks, flows
	<b>Concepts in Geography</b>	Urbanisation, globalisation, underdevelopment

Students should be able to use the knowledge gained from one discipline to develop a greater understanding of the other.

#### Further aims of the History programme

The syllabus aims to provide an international context in the teaching of History. It also aims to encourage the development of independent thought and judgement and an awareness of different and conflicting interpretations of the past.

Specifically, the syllabus aims:

- To increase knowledge and understanding of the past.
- To identify and study the major themes that have characterised the 20th century and to provide a clear explanation of the contemporary world.
- To develop an imaginative and sympathetic approach to people and events in the past. To see History from the points of view of those in the past.

## Further aims of the Geography programme

The overall concern of the Geography programme is to study the relationship between people and their environment and to explain the spatial organisation of the world. It aims:

- i) To increase knowledge and understanding of contemporary problems at different scales from local to global.
- ii) To develop an understanding of the significance of spatial scale and time scale in geographical systems, distributions and environments.
- iii) To increase knowledge and understanding of different socio-cultural groups, their spatial organisation and their interrelationships.

## History

The **syllabus** as defined by the French Ministry of Education is as follows:

*Les relations internationales depuis 1945*  
*Colonisation et indépendance*  
*La France de la Vème République*  
*Grande Bretagne 1930's à nos jours*

The **specification** of that syllabus by UCLES is as follows:

- 1 International Relations, 1945–91
  - The Cold War
  - Conflicts in the Middle East:
    - Arab-Israeli conflict, 1948-91
    - Origins and consequences of Iranian revolution
    - Origins of Gulf War
- 2 Colonisation and independence from the mid 19<sup>th</sup> century
  - Nature of British and French colonial rule in Africa and Asia
  - The end of colonial rule – British and French decolonisation
- 3 France of the Fifth Republic, 1958-91: politics, economy and society
  - Growth of political stability
  - The economic transformation
  - Social change, including the importance of 1968
- 4 Britain 1945–91: politics, economy and society
  - Britain and Europe
  - Britain and decline. Performance of the economy since 1945
  - Social change and multicultural society
  - Consensus politics – welfare state to Thatcherism

## Geography

The **syllabus** as defined by the Ministry is as follows:

*Un espace mondialisé  
Les trois grandes aires de puissance dans le monde  
Des mondes en quête de développement*

The **specification** of that syllabus by UCLES is as follows:

- 1 Global organisation
  - globalisation and global interdependence: flows, hubs, agents, impacts
  - other influences on global organisation: culture, supranational bodies, instability, counter-globalisation
  
- 2 Economic superpowers

Selected themes (demographic change, urbanisation, industrialisation, trade, spatial disparities) in the geographies of,

  - the United States of America (USA)
  - the European Union (EU)
  - East Asia: Japan, coastal China and one or more newly industrialised countries (NICs) from Singapore, South Korea and Taiwan
  
- 3 Paths of development
  - the concept of development: defining and measuring development, models of development
  - some developmental issues in relation to:
    - i) similarity and diversity within the global South
    - ii) the Mediterranean, where North and South meet
    - iii) the remaking of Russia (the Russian Federation)

*Note:* The three topics differ in size. As a guide to teachers, time might be allocated in the approximate ratio 1:2:2.

The written and oral examinations permit candidates to answer general questions with specific reference to countries selected for study.

It should be noted that study of the geography of France and of another country (which is likely to be Britain for candidates in British sections) is included within the syllabus of the *Classes de première* and not that of the *Classes de terminale*. While it is permissible for OIB *terminale* candidates to draw upon their knowledge of the geographies of France and Britain to exemplify their answers, questions are not set on either or both of those countries specifically, and candidates are not permitted to answer questions exclusively with reference to either or both of those countries.

## **The written examination**

4 hours

### Section A: History

Two questions are set, one a structured essay-based question and one a structured document-based question which may include, for example, extracts from speeches, statistics, maps and cartoons. Candidates are required to answer one question.

### Section B: Geography

Two questions are set, one a structured essay-based question and one a structured document-based question. The documents must include at least one map and may include, for example, diagrams, photographs, extracts from reports, tables of statistics and press cuttings. Candidates are required to answer one question.

The structured essay-based questions each have titles indicating their theme and scope. They are divided into three parts of increasing levels of difficulty, requiring answers of increasing lengths. Each question normally covers a broad section of the syllabus and enables a candidate, to a greater or lesser extent, to select his own examples and case studies in support of a general argument.

The document-based questions each normally have five documents. Questions are structured into three parts, the first two comprising a total of four or five questions requiring short answers with the final part requiring a candidate to write a substantial essay on a topic based upon the documents presented. A candidate may also use his own additional knowledge and understanding of the topic.

The first part of each question normally carries 3 marks, the second part 5 marks, and the third part 12 marks. Although the mark allocation does not appear on the paper, instructions to candidates indicate the relative importance of the parts.

## **The oral examination**

15 minutes; in English

Ten topics for oral examination (five for History and five for Geography) are proposed by each school and approved by the Cambridge Inspector. If they are not approved, suggestions for amendment are given until topics acceptable to both the school and the Cambridge Inspector are agreed. The topics cover the whole syllabus range. The list of approved topics is revealed to candidates one month prior to the written examination (at a date set and communicated to schools each year by the Cambridge Inspector) so that detailed preparation and additional teaching are possible.

Just before the oral examination, candidates choose one of the ten topics at random and have 20 minutes in a supervised anteroom to prepare their talk. Candidates may use maps or other illustrations during their talk but they must be ones they have created themselves during the preparation period. The talk should not last longer than 8 minutes, and the candidates should be

warned when this time is nearly up. Examiners should then proceed to ask questions based on or emerging from the talk.

## § 11 INSTRUCTIONS TO EXAMINERS

### General guidance on the marking of answers

Examiners are required to assess a candidate's

- Knowledge and understanding of History and of Geography
- Knowledge and understanding of the questions/topics addressed
- Ability to argue coherently, logically and fluently
- Ability to select relevant information and to present appropriate evidence
- Ability to make effective use of varied sources

Examiners are asked to bear in mind:

- (i) that the examination is a test of a candidate's knowledge, understanding and skills, especially those of essay-writing
- (ii) that the full range of marks 0-20 is available and should be used if answers justify this
- (iii) that a candidate's answer does not have to meet **all** of the criteria for a band of marks (as defined below) in order to be placed in that band
- (iv) that the final mark awarded to a script should be an indication of the assessed quality of the script as a whole, even though marks will have been awarded initially to individual answers.

The written examination requires a candidate to answer only two questions in four hours. The first two parts of each question, (a) and (b) are fairly specific and fairly precise guidelines are provided for marking answers to them. But the third part of each question, (c), is a general stimulus for an essay: it is set more as a general topic than as a specific, narrowly-defined, question. In relation to the third part of the **essay-based question**, a candidate is permitted and expected to select his own exemplar materials and case-studies in support of his general argument. In relation to the third part of the **document-based** question, a candidate is permitted and expected to write an answer drawing to some extent upon the documents presented but also considerably upon his own additional knowledge about, and understanding of, the topic. A wide variety of answers can be expected to the third part of each question and it is difficult to provide specific marking guidelines. Moreover, the third part of each answer carries a proportion of the 20 marks available (a maximum of 12 marks), which is a narrow range for an essay. Examiners should consider answers in the light of the general guidelines set out above.

Given that the examination requires only two answers in four hours, there should not be a problem with 'short answers' (unfinished answers or answers which are only in note form). Such failings normally reflect a poor allocation of time by a candidate. Any such misallocation is to be seen as self-defeating. Each candidate must be assessed on the basis of the work that he has presented, not on the work that might have been presented had the candidate allocated time to each question more appropriately.

### Specific guidance on marking

As soon as candidates have sat the examination, teacher-examiners are sent a detailed marking scheme for each of the questions in the examination. This scheme is compiled by the Cambridge

Inspector. As soon as the Inspector has marked some sample scripts, and has received comments from written examiners from their initial reading of sample scripts, he considers the appropriateness of the marking scheme and may revise it in the light of the candidates' answers. The revised marking scheme is sent rapidly to teacher-examiners to enable them to standardise their marking.

### **Generic criterion-based marking scheme**

As a general guide to standards, answers to each question and therefore to each script scoring the following marks could be expected to have the following qualities:

**max.20    max.12**

**16-20    10-12**      A high level of knowledge; superior understanding; a high level of ability to identify interrelationships. Excellent expression; very well-structured and well-presented ideas. Expression of the candidate's own judgements; development of a logical argument addressing the concepts of and issues raised by the topic directly. General ideas supported by appropriate and detailed evidence or case studies.

**14-15    9**            A good level of knowledge; good understanding; good ability to identify interrelationships. Good expression; well-structured and well-presented ideas. Coherent argument and an ability to assess different points of view. Appropriate use of fairly detailed examples in support of general points.

**12-13    8**            A sound level of knowledge but with some limitations; ordinary understanding; limited awareness of interrelationships. Generally sound expression; reasonably well-structured and presented ideas. A reasonable but limited grasp of the facts and issues raised by the topic. Answer lacks detail and, whilst on the topic may not address it logically or particularly analytically.

**10-11    6-7**            Some appropriate knowledge but also some serious gaps in knowledge; limited and perhaps, in part, faulty understanding; lack of ability to identify interrelationships. Answer not fully relevant to the question. Expression shows some serious lapses; relatively weak structure and presentation of ideas. Considerable reliance on basic course materials but with some use of examples.

**8-9      5**            Large areas of ignorance; lack of understanding; very poor ability to see interrelationships. Expression is generally not clear; poor structuring and presentation of ideas. Limited and/or inappropriate use of examples and case studies.

**0-7      0-4**            No, or highly deficient and/or erroneous, knowledge; highly deficient understanding; severe or total lack of ability to see interrelationships. Very poor expression; little or no structure; very poorly presented ideas.

## Grading *hors sujet* questions

It sometimes happens that candidates answer questions on the written paper which have not been set. The degree of error and its cause will vary. A candidate may deliberately misread the question in order to ignore what he does not know and to write about what he does. On the other hand, the misreading could be accidental. The candidate might interpret the question in a possible but unlikely way and thus give an answer that is incorrect. Or the candidate might interpret the question unconventionally but plausibly.

In principle, examiners marking the written paper should start with the presumption that a *hors sujet* item will earn no marks but should look carefully for any possible points that might be awarded. If the misreading appears to have been deliberate, awarding marks could encourage the practice. If the misreading appears to be accidental but plausible, the answer deserves the possibility of full credit.

## Recording written paper marks for the *jury*

Once the final marks for all candidates have been determined, they are officially recorded for the information of the *jury*. Where the total marks for all subjects of a given candidate place him/her within reach of the *mention* above, French teacher-examiners present at the *jury* may agree to an additional mark in their subject. The Cambridge Inspector may, therefore, indicate that an additional mark may be awarded to a candidate in either the written or oral examination – or both – if such a discussion takes place in the *jury*. This is done by placing an asterisk next to the final mark, thus 14\*.

## Grading the oral examination

In order to be fair to candidates, the procedures for oral examinations must be the same for each of them. These guidelines are intended to contribute to the **comparability** of procedures and standards of orals conducted by different examiners in different centres in any one year, and to the **consistency** of procedures and standards from year to year.

1. On arrival at the examination room, each candidate is invited to choose at random one of ten cards. Each of the cards has on its underside a number from 1 to 10, corresponding to the list of oral topics for each school. The teacher-examiners give the candidate the topic to prepare that corresponds to the number on the card he has chosen
2. Each candidate has a preparation time of 20 minutes. The oral itself lasts for 15 minutes. Each candidate is expected to make a presentation for approximately 8 minutes, following which the examiners conduct a discussion with the candidate of the presentation and of the general issues raised by the topic.
3. Examiners must be alert to a candidate's anxiety and try to put him at ease. When a candidate enters the examination room, one examiner should introduce himself and the second examiner by name. If the Cambridge Inspector is present, he should also be introduced to the candidate by name, but the point should be made that the Inspector is there to check on the examiners and not on the candidate.

4. Seating in the examination room should be arranged so that the candidate has a clear view of the two examiners, while a Cambridge Inspector (if present) should be seated to one side, away from the examiners and the candidate. The candidate's line of sight should be on the examiners and not on the Inspector, who observes but only very rarely participates in the oral examination (see point 12).
5. If a representative of the French educational *Inspectorat* asks to attend an oral examination (as he has the right to do), then he should be seated out of the candidate's line of sight. A trainee-examiner may also observe an oral if the examiners give their agreement and provided that the number of non-candidates present does not exceed four. Any such trainee must not have any personal or professional relationship to the candidate and is not permitted to participate in the oral in any way. He too should be seated out of the candidate's line of sight.
6. A supply of drinking water should be available for all involved in the examination. In accordance with French law, there should be no smoking at any time in the rooms used for oral examinations.
7. Each candidate must be given the same amount of time for the oral examination. The agreed time-table must be adhered to.
8. The topics for oral examinations are stated in general rather than precise terms, leaving it to each candidate to determine the structure of her/his presentation, because that is one of the skills being examined by the oral. A candidate may use maps or other illustrations during his talk but only ones created during the preparation period. Each presentation should not be permitted to last longer than 8 minutes and a candidate approaching the end of that time period should be warned (after 6 minutes) that the time is nearly up.
9. Oral examinations must be conducted fairly and sympathetically, with examiners encouraging rather than challenging candidates. Taking an oral examination is very demanding, and every effort should be made to ensure that candidates are provided with equitable opportunities to provide evidence of their knowledge and understanding of the selected topics. Examiners should not be intrusive, agitated or dismissive and they should not interrupt or correct candidates. Any lapse from this high standard might unsettle a candidate. Every effort must be made to allow candidates to respond to questions in the manner and to the extent that they are able to do so. Examiners should ask mainly 'open' rather than 'closed' questions: they should pose questions which require candidates to develop an argued response rather than questions which permit a candidate to respond with little more than a 'yes' or 'no' answer. An oral examination should be seen by examiners and candidates alike as a discussion, as an exploration of a candidate's knowledge and understanding, and not as an interrogation.
10. Examiners must use the generic criterion-based marking scheme to assess a candidate's performance in the oral examination. Because the examination is in two parts, examiners should provisionally assess the parts separately, each half out of ten, and then add the scores together. Examiners may adopt an adjusted marking scale if a candidate's performance varies to an exceptional degree in the two parts of the examination. Such adjustment will only be appropriate in the few cases in which either (a) a very good talk is followed by a weak discussion or (b) a weak or brief talk (of less than, say, 5 minutes) is followed by a good or very good discussion. In such cases the stronger part of the oral could be marked provisionally out of 13 and the weaker part provisionally out of 7. But the agreed and recorded mark out of 20

should be an assessment of a candidate's overall performance, recognizing that two candidates can take slightly different routes to achieve the same mark.

11. If there are any special circumstances for a particular oral (such as a candidate's showing obvious signs of abnormal stress or of illness), then examiners should award their mark for the oral on the basis of the candidate's performance, but they should also include, with the mark transmitted to the Inspector, a note briefly describing those special circumstances.
12. Generally, the Cambridge Inspector, if present, observes an oral examination in silence. He may intervene, however, if a session shows signs of over-running the time allotted or if he considers a candidate is being probed unproductively beyond his level of knowledge or understanding. The Inspector may also intervene if one of the examiners is dominating the discussion to the disadvantage of the candidate or of the other examiner, or if an examiner is moving in an unstructured way away from the general field of the selected topic.
13. Examiners are advised to take notes during an oral examination, both about the arguments made by a candidate and about their own assessment of the quality of a candidate's performance. Only brief notes need be taken: a candidate might be unsettled by an examiner who appears to be making a verbatim record of the oral.
14. Examiners should confer at the end of each oral to establish a "working grade" with the possibility of revising it at the end of the day. Each oral should be given a mark out of 20 for its overall quality, judged in terms of a candidate's knowledge and understanding of the selected topic, using the mark bands and descriptors below.
15. At the completion of a pair of examiners' sequence of orals, provisional marks should be agreed by the examiners. These are recorded on a standard form, together with notes justifying the grades given, and then given or sent to the Cambridge Inspector. Where the Inspector is present and has observed some orals, he may adjust marks in order to ensure comparability of standards.

### **Mark bands and descriptors for oral examinations in History-Geography**

<b>16-20</b>	A high level of knowledge; superior understanding; a high level of ability to identify inter-relationships. Excellent expression; very well structured and presented ideas.
<b>14-15</b>	A good level of knowledge; good understanding; good ability to identify inter-relationships. Good expression; well structured and presented ideas.
<b>12-13</b>	A sound level of knowledge but with some limitations; ordinary understanding; limited awareness of inter-relationships. Generally sound expression; reasonably well structured and presented ideas.
<b>10-11</b>	Some serious gaps in knowledge; some faulty understanding; lack of ability to identify inter-relationships. Expression shows some serious lapses; relatively weak structure and presentation of ideas.
<b>8-9</b>	Large areas of ignorance; lack of understanding; very poor ability to see inter-relationships. Expression is generally not clear; poor structuring and presentation of ideas.

- 0-7** No, or highly deficient, knowledge; highly deficient understanding; severe or total lack of ability to see inter-relationships. Very poor expression; little or no structure; very poorly presented ideas.

### Recording oral examination marks for the *jury*

Once the final marks for all candidates have been determined, they are officially recorded for the information of the Baccalauréat *jury*. Where the total marks for all subjects of a given candidate place him/her within reach of the mention above, French teacher-examiners present at the *jury* may agree to an additional mark in their subject. The Cambridge Inspector may, therefore, indicate that an additional mark may be awarded to a candidate in either the written or oral examination – or both – if such a discussion takes place in the *jury*. This is done by placing an asterisk next to the final mark, thus 14\*.

### **Ratrapage**

A Cambridge-approved teacher-examiner (selected by the Schools Chair at the point when oral examiners are named for the forthcoming examination session) conducts the *ratrapage* interview on his own. Because the result of *ratrapage* is a mark replacing the previous written mark, it is essential that it offer the chance of a rigorous examination of the candidate's knowledge and understanding. This is best achieved by a sustained conversation between the examiner and the candidate. The examiner is then free to concentrate entirely on the candidate and to guide the discussion logically and coherently, without having to be concerned about ensuring that another examiner has the opportunity of questioning. In addition, a candidate is likely to be under less stress at this point in the examining process when faced by only one interlocutor.

In fairness to *ratrapage* candidates, guidance is given about the topics that may be discussed. Because this is not simply a repeat of the previous oral examination, but replaces the marks achieved on the written examination, it would be inappropriate to confine the conversation to the previous oral topics. In addition, the examiner also must prepare thoroughly for *ratrapage*, thinking carefully about how to cover a topic and arranging a scheme of questions. If all ten previous oral topics were retained, and the examiner had a number of candidates from different schools, he would have to prepare a very large number of topics. Moreover, all candidates should be treated equally in so far as possible.

In order to achieve these aims and to lessen the possibility of difficulties arising at the time, four broad topics, two each from History and Geography, are agreed by teachers at their annual subject meeting. The topics are based on substantial sections of the syllabus. The Cambridge Inspector, in consultation with the Subject Leader, selects two of the four topics, one each from History and Geography. These are communicated to the candidate at the point when he decides to take OIB History-Geography as one of his two *ratrapage* subjects. Candidates make a random blind choice between the two topics on the day. The *ratrapage* examiner uses this as the starting point but may go on to the second topic if this is judged to be in the candidate's interests. Candidates do not deliver an oral talk on the topic; the question and answer format is more likely to permit the examiner to assess a candidate's knowledge and skills effectively. Heads of Examination Centre must ensure that candidates facing questioning on the same topics are kept apart while the *ratrapage* sessions are going on. The topics chosen for *ratrapage* are changed every 2 years.