

OIB British Option
&
British international sections

Standards and recognition

Why are definition and recognition of OIB standards important?

- Ensuring that students entering international sections have an appropriate level of English, and suitable level of interest/aptitude in the Section subjects
- Ensuring access to universities in the UK, in France and elsewhere for OIB students
- Ensuring standards are understood and information is available to relevant authorities before Brexit

Definition of standards is focused on

- The end of the collège cycle (DNBI) for admission to lycée
- The end of the lycée cycle (OIB) for university matriculation

Recognition is good given the statistically minute number of OIB applicants

- UCAS – OIB on drop-down menu
- British universities
- Irish universities
- McGill & other Canadian universities

Definition of language standards (CEFR) - French

- Lycée programme: CEFR C1 'required' for OIB (B.O. no 7, 12 February 2015)
- Collège programme: B2 'reference level' at end of 3e
- Standard equivalent to IGCSE in Seconde (B.O. no 7, 15 February 2015)
- Comparisons with LV1/European Option: B2 expected at end of Terminale (LV1: B2=20/20)

B.O. no 7, 12 February 2015: Programme d'enseignement

Annexe

Programme de l'enseignement de langue et littérature britanniques dans les classes de seconde et du cycle terminal des sections internationales britanniques

Préambule

L'enseignement de langue et littérature des sections internationales britanniques permet aux élèves anglophones de développer la maîtrise de leur langue maternelle, et aux élèves non anglophones de développer une pratique de l'anglais, écrite et orale, de très haut niveau.

La langue est enseignée par le biais d'études approfondies de la littérature anglaise.

L'ambition est d'amener les élèves au-delà du niveau C1 du Cadre européen commun de référence pour les langues (CECRL) requis, tout en proposant l'expérience d'une approche pédagogique propre à la Grande-Bretagne.

Le parcours pédagogique de langue et littérature des sections internationales britanniques au lycée prépare les élèves aux épreuves écrites et orales de la version britannique de l'option internationale du baccalauréat (OIB), examinées sous l'égide de Cambridge International Examinations en coopération avec les inspections générales.

Principes fondamentaux de l'enseignement de langue et littérature britanniques

Le contenu linguistique et littéraire du programme de seconde correspond au niveau du "GCSE" au Royaume-Uni, et le contenu littéraire du cycle terminal est équivalent à celui du programme de "A-level" en littérature anglaise. De ce fait, l'OIB permet l'accès à des universités britanniques et à celles d'autres pays anglophones et donne aux élèves anglophones comme aux élèves d'origine non anglophone une préparation linguistique, pédagogique et culturelle qui leur permet de bien réussir leurs études supérieures au Royaume-Uni ou ailleurs. Elle leur apporte également une richesse culturelle pour leur future vie professionnelle et personnelle.

L'approche britannique

Ce programme dans les différentes activités langagières de la classe de seconde au cycle terminal vise à :

- contribuer à la formation intellectuelle et à l'enrichissement culturel des élèves -

Definition of language standards – English/international

- ‘Academic use of English’
- ASIBA/Cambridge Brochure: C1+/ ‘educated native speaker/writer’
- ASIBA/Cambridge L&L Standards document: C1+/ ‘educated native speaker/writer’
- Cambridge OIB Handbook: ‘C1 or C2 on the CEFR’... ‘academically accomplished native speaker/writer’
- UCAS Handbook for Admissions Tutors: ‘linguistic performance is assessed by reference to appropriate first-language usage’... ‘C1 or C2 on the CEFR

Definition of standards in Literature - French

- B.O. no 7, 12 February 2015:
 - A-level standard of literary study at OIB
 - IGCSE standard of literary study in Seconde

Definition of standards in Literature and History-Geography – English/ international

- ASIBA/Cambridge Brochure: ‘A-level standard examinations in Language and Literature and History-Geography’
- Cambridge OIB Handbook: ‘second year A-level equivalence within the British A-level system’
- UCAS Handbook for Admissions Tutors: ‘equivalent to A-level’

Equivalency of OIB overall marks with A-level grade combinations

- King's College London comparative table
- University of Bristol comparative table (no longer in public domain)
- OIB Handbook, Section 3: comparative table
- OIB Brochure (Cambridge/ASIBA) comparative table

King's College London table

A-level grade combination	OIB overall mark
A*AA	16
AAA	15
AAB	14
ABB	13
BBB	12

'Where our online prospectus asks for a specific subject grade at A-level, we are likely to require 16 in the individual Baccalaureate subject for an A*, 14 in the individual Baccalaureate subject for an A and 13 in the individual Baccalaureate subject for a B.'

OIB Handbook: 'typical grade equivalencies between A level...and OIB'

A-level grade requirement	OIB requirement
A*AA	16 overall
AAA	14-15 overall
AAB	14 overall
AAB/ABB	13 overall
BBB	12 overall

'...an offer level of AAA at A-level might be expressed in OIB terms as a mark of 14/20 overall with 14/20 in one or two subjects relevant to the candidate's proposed university course. This approach is particularly useful in setting offers for courses requiring the A* grade at A-level, and thus seeking excellence in specific subjects in addition to strong overall achievement. In their OIB offers for such courses, universities might demand an overall mark of 15 while requiring marks of 15 or 16 in the specific subject(s) for which the A* grade might be expected.'

Important to know

- Non-EU students applying to UK universities must show English competence through a 'secure English Language test' (SELT). The OIB is not a SELT, and neither is IGCSE English First Language
- There are no authoritative statistical comparisons between OIB overall marks and A-level grade combinations. Neither the Qualifications and Curriculum Authority nor the examination boards now publish results in terms of grade combinations (AAB etc). Thus the best approach is to suggest comparisons based on empirical evidence of appropriate standards