

Première and Terminale classes leading to the French International Baccalaureate as of the beginning of the 2022 school year

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Text addressed to academy rectors; to vice-rectors; to the director of SIEC of the Île-de-France; to regional educational inspectors; to national education inspectors; to heads of schools; to teachers; to trainers.

The purpose of this memorandum is to present the international education program introduced in the Première and Terminale years of the general education, which is implemented in international sections in the Terminale cycle. It specifies the terms of application of Decree no. 2021-1054 of August 6, 2021, modifying the provisions of the Education Code for the establishment of classes leading to the international option of the baccalaureate entitled "French International Baccalaureate" and the Order of August 6, 2021, concerning the international sections of Seconde, and Première and Terminale classes leading to the French International Baccalaureate (BFI). This international education pathway allows students in Première and Terminale classes to obtain the general baccalaureate diploma with an indication of the international option of the Baccalaureate, entitled "French International Baccalaureate", with an indication of the section followed (partner country).

The provisions described in this memorandum will enter into effect at the start of the 2022 school year in the Première class, and at the start of the 2023 school year in Terminale. They will apply as of the 2024 session of the general baccalaureate examination.

1. Objectives of the French International Baccalaureate (BFI)

The French International Baccalaureate (BFI) is a new, flexible and adapted program designed to meet the expectations of all students, in all their diversity, whether they attend school in France or in French educational institutions abroad. It allows students to discover innovative and open courses, such as the teaching of *Connaissance du Monde*. It recognizes the quality of the students' career path, their commitment, and their work, thanks to a marked appreciation in terms of coefficients and visibility on the diploma itself.

In the service of the development of the French-speaking world internationally, it offers students courses that enable them to master several modern languages at a very high level.

The establishment of the Première and Terminale classes leading to the French International Baccalaureate (BFI) is part of an ambitious goal to develop mastery of foreign languages and to enhance the international education of students enrolled in the French school system. Its architecture allows for the creation of multilingual pathways, increasing exposure to foreign languages and enriching the international culture of students.

2. Ways students can access classes leading to the French International Baccalaureate (BFI)

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Courtesy of BFI Central - www.BFICentral.org / facilitated by The American Section at the Lycée International de Saint-Germain-en-Laye

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Classes leading to the French International Baccalaureate are a continuation of the international sections and are open to students from international sections in Seconde. They are also open to students who choose to study for the French International Baccalaureate only after the Première year and who have the language skills necessary to follow the courses offered during the two years of the Terminale cycle. They are thus accessible to students with proven linguistic skills, without any obligation for them to have been previously enrolled in an international section.

2.1 Ways of verifying student aptitude following instruction

This verification of language level concerns:

- Modern language A for students who have chosen the bilingual path;
- Modern languages A and B for students who have chosen the trilingual path;
- Modern languages A, B, and C for students who have chosen the quadrilingual path.

The required language level is B2 in modern language A and B1 in modern languages B and C.

The level of French is also checked for students whose mother tongue is not French.

Students from international sections of Seconde

For these students, language levels are established on the basis of the opinion of their current school's class council for the last term of the Seconde year. These students do not need to provide any other proof.

Students who are not enrolled in an international section in Seconde

For these students, language levels are established in light of both:

- an application file, consisting of a letter of motivation and, if applicable, documents attesting to the student's language level(s);
- and the result obtained by the student in an aptitude test in the languages concerned, consisting of a written test and an oral test, organized by the host institution.

In addition to the evaluation elements included in their academic record, students who do not come from an international section of Seconde may, if necessary, include in their application certificates or language tests issued on the basis of the Common European Framework of Reference for Languages (CEFR), diplomas qualifying the level attained in a modern foreign language or, for French, the Diplôme d'études en langue française (DELFL) and the diplôme approfondi en langue française (DALF)

2.2. Administrative procedure

The procedure for selecting candidates, according to the methods specified in 2.1. of this memorandum, is the prerogative of the head of the host school, who coordinates the reception and examination of applications, appoints examiners for the qualifying examination, organizes the conduct of these examinations, and draws up the list of students whose admission to classes leading to the French International Baccalaureate (BFI) he or she proposes to the academic director of national education services.

The admission of students to a Première class leading to the French International Baccalaureate (BFI) is decided, on the proposal of the head of the host school, by the Inspector of the Academy, Academic Director of National Education Services, on behalf of the Rector of the Academy.

3. Class instruction leading to the French International Baccalaureate (BFI)

A student preparing coursework leading to the French International Baccalaureate (BFI) follows:

- the same courses as students enrolled in a regular program leading to the general baccalaureate, i.e.: the core curriculum, the specialty subjects and, where applicable, optional courses;
- additional courses specific to the preparation of the French International Baccalaureate:
 - a course in *Connaissance du Monde*;
 - a compulsory non-linguistic subject (DNL1), either history-geography or science, according to the terms of the agreement signed with the partner country;
 - a course in *Approfondissement culturel et linguistique*

In addition to these three compulsory courses, students enrolled in classes leading to the BFI may choose to take an optional non-linguistic discipline (DNL2) offered by the school. This second DNL is based on one of the specialty courses taken during the two years of the Terminale cycle. However, the agreement with the partner country may stipulate that this second DNL will be based on one of the specialty courses taken by the student only in the Première class and then in the Terminale class on one of the optional complementary or expert mathematics courses.

Students enrolled in classes leading to the BFI are not allowed to choose the specialty course in foreign and regional languages, literatures, and cultures (LLCER), in accordance with the principle of parity in French and foreign-language instruction.

The curricula for specific courses relating to the French International Baccalaureate are set by order of the Minister of National Education, after consultation with the partner country, to take into account the requirements of the respective curricula of both countries.

3.1 Instruction in *Connaissance du Monde*

The *Connaissance du Monde* course is common to all students in classes leading to the BFI. It involves two hours per week in the Première and Terminale years and is taught in modern language A. It aims to develop students' awareness of the values of sharing and humanism that underlie any intercultural approach. It is based on teaching that combines the history of ideas and geopolitical issues, knowledge of contemporary world issues, culture and civilization of the countries of the languages studied, as well as on a project with an international partner carried out by each student. The student's individual project is built around the themes of *Connaissance du monde* and its variation according to the culture of the geographical area of the language studied. It includes a personal research component and an international component.

In the Première class, students define their individual project and identify their international partner. This partner can be a school correspondent, an international institution, a partner school, a non-governmental organization (NGO), a teacher, a researcher, an artist, etc.

In the Terminale year, students carry out their project in stages: identifying a theme (subject of study, problematic including research elements, etc.), contacting a partner, and drawing up a timetable for the various stages of the project.

3.2 Instruction of non-linguistic discipline (DNL1)

A course in a non-linguistic discipline, lasting two hours per week in Première and Terminale years, is established for all students in classes leading to the BFI. This course, taught in modern language A, can be either history-geography or science, which are common core subjects in the general stream.

When this non-linguistic subject is related to scientific education, the total duration of the course is 3.5 hours per week, in Première and Terminale classes, 2 hours of which are in French and 1.5 hours in a foreign language.

In the case of history-geography, the total duration of instruction is 4 hours per week in Première and Terminale classes, half of which are taught in French and half in a foreign language. When the agreement with the partner country so provides, all the hours of non-linguistic history-geography instruction may be taught in a foreign language during Première year only.

3.3 Instruction in *Approfondissement culturel et linguistique*

A course in *Approfondissement culturel et linguistique*, lasting two hours per week in Première and Terminale years, is established for all students in classes leading to the BFI. This in-depth cultural and linguistic instruction may focus on modern language A or modern language B, depending on whether the student's background is bilingual, trilingual, or quadrilingual. Time spent on cultural and linguistic enrichment is added to the time spent on the foreign language concerned in the core curriculum. This instruction is based on a specific program for each language section that replaces the program for modern language A or B, depending on the student's choice.

Cultural and linguistic enrichment instruction aims to enable students to become autonomous and independent speakers of the target language while developing a detailed understanding of a bicultural context. The objective is to bring all students to level C1 of the Common European Framework of Reference for Languages (CEFR), in all language activities, whether the cultural and linguistic enrichment concerns their modern language A or their modern language B.

3.4 A second optional non-linguistic discipline in a specialty subject

A course in a second, non-linguistic subject, lasting two hours per week in Première and Terminale years is established in classes leading to the French International Baccalaureate (BFI), in consultation with the foreign partner concerned. This optional course, when offered by the school, is related to one of the student's specialty subjects.

These two hours of non-linguistic subjects are taught in modern language A, B, or C, depending on whether the student's background is bilingual, trilingual, or quadrilingual. They are included in the timetable for the specialty course concerned. Thus, in Première, for students taking a second non-linguistic subject, the four hours per week dedicated to the specialty subject to which this non-linguistic subject relates are taught half in French and half in a foreign language. In the Terminale year, of the six hours per week dedicated to the specialty subject to which the non-linguistic subject belongs, four hours are taught in French and two hours in a modern foreign language.

When the agreement with the partner country so provides, the optional non-linguistic subject may, in the Terminale year, be taught as an optional subject in expert mathematics or complementary mathematics, after having been taught in Première as part of a specialty. In this case, all three hours of optional teaching in Terminale are taught in a foreign language.

4. Language schedules according to the three pathways (bilingual, trilingual, quadrilingual)

Knowing that *Connaissance du monde* and the first non-linguistic discipline (DNL1) are always taken in modern language A, three types of courses are possible, depending on the school's offering.

4.1 Bilingual pathway

In the bilingual pathway, all specific instructions are in modern language A. The student who chooses this bilingual pathway benefits from an overall weekly schedule of between 8 and 10.5 hours of instruction contributing to his or her training in this modern language A.

This weekly schedule is divided between the core curriculum (2.5 hours), *Connaissance du monde* (2 hours), *approfondissement culturel et linguistique* (2 hours), a non-linguistic subject (2 hours if the non-linguistic subject is history-geography or 1.5 hours if it is science) and, if the student chooses, the optional second non-linguistic subject (2 hours).

When the DNL is history-geography, the entire course may be taken in modern language in the Première class if the agreement with the partner country provides for this, which adds 2 hours to the overall timetable for modern language A.

Modern language B is studied only in the core curriculum (2 hours).

4.2 Trilingual pathway

In the trilingual pathway, the specific lessons are divided evenly between the student's modern languages A and B.

The student's overall weekly schedule in modern languages is 10 hours or 10.5 hours (depending on whether DNL1 is history-geography or science), plus 2 hours if the student chooses the second optional non-linguistic discipline (DNL2):

- Modern language A, in addition to the common core schedule (2.5 hours), is the one used for teaching *Connaissance du Monde* (2 hours), and the compulsory non-linguistic subject (2 hours if this DNL is history-geography or 1.5 hours if it is science);
- Modern foreign language B, in addition to the common core schedule (2 hours), is the one used for *Approfondissement culturel et linguistique* (2 hours), and, if the student chooses, for the second optional non-linguistic discipline (2 hours).

4.3 Quadrilingual pathway

In the quadrilingual pathway, the student's overall weekly schedule in a foreign language reaches a total of 15 hours (or 15.5 hours depending on which course is the first compulsory DNL):

- in modern language A, the timetable is 6 hours or 6.5 hours as in the trilingual course (2.5 hours of common core, 2 hours of *Connaissance du Monde* and 2 hours of compulsory DNL if this DNL concerns history-geography or 1.5 hours if it concerns science teaching);
- in modern language B, the schedule is 4 hours (2 hours of common core and 2 hours of *Approfondissement culturel et linguistique*);

- in modern language C, the timetable is 3 hours for optional modern language C, to which can be added 2 hours if the student chooses to follow an optional DNL2 in modern language C, provided that the LVC is a modern foreign language.

The quadrilingual pathway offers students the possibility of including a modern language C, which can be a foreign or regional language, as for any student preparing for the general baccalaureate.

In accordance with the regulations, in order to be able to present this modern language on the exam, the candidate must have followed instruction in this language, corresponding to the level concerned, in a public or private school under contract or with the CNED.

5. Specific assessments for courses specific to the French International Baccalaureate (BFI)

Students who have taken the classes leading to the BFI during the two years of the Terminale cycle may take the international option of the general baccalaureate, called the "French International Baccalaureate" (BFI). Registration on the general baccalaureate diploma for the French International Baccalaureate is conditional on the results of specific assessments organized in each course specific to the international program. The procedures to be followed when a candidate waives the right to take the BFI in the Terminale class are specified in the service note on the choice and evaluation of foreign and regional languages and non-linguistic subjects.

5.1 Three or four specific assessments, depending on the pathway chosen by the candidate

When enrolled in the bilingual or trilingual pathway mentioned in sections 4.1 and 4.2 of this memo, candidates take three specific assessments:

- the specific evaluations relating to *Approfondissement culturel et linguistique* and to the first non-linguistic discipline (DNL1) are each composed of a written test and an oral test
- the specific evaluation relating to *Connaissance du Monde* consists of an oral test on the project presented by the student in a foreign language, organized at the end of the final year.

When candidates have chosen the quadrilingual pathway mentioned in point 4.3 of this memorandum, they will take a fourth specific assessment, in addition to those for the bilingual and trilingual pathways. This fourth specific evaluation, which concerns the second non-linguistic discipline (optional DNL2), consists of an oral test.

5.2 Ways of taking into account the coefficients according to the courses

Each of the grades obtained in the four specific evaluations is assigned a coefficient of 20. When the specific evaluation is composed of a written test and an oral test, this coefficient 20 is divided into two parts: one for the written test (coefficient 10) and one for the oral test (coefficient 10).

The methods for taking into account the results obtained in the specific evaluations differ according to the course concerned. Thus, for the first non-linguistic subject and for *Approfondissement culturel et linguistique*, both of which are based on core subjects in the framework of the general baccalaureate, i.e. history-geography or science and modern language A or modern language B respectively, the specific assessment replaces the continuous assessment provided for in the common law examination system. In the case of *Connaissance du monde* and the second non-linguistic subject, the specific assessments are added to the common law framework.

- **The first non-linguistic discipline (DNL1) and *Approfondissement culturel et linguistique*: the specific evaluation replaces the continuous assessment provided for in the common law**

system

When a candidate for the general baccalaureate with the French International Baccalaureate option chooses history-geography as his/her first non-linguistic subject:

- he/she takes the specific evaluation of DNL history-geography and uses the grade he/she obtains in this specific evaluation for the examination, with a coefficient of 20, instead of the continuous assessment provided for in history-geography;
- like all students, he or she uses his or her annual average for the Terminale cycle, in scientific education, with a coefficient of 6, as part of the continuous assessment.

When a candidate for the general baccalaureate with the "French International Baccalaureate" option chooses science education as his or her first non-linguistic discipline:

- he/she takes the specific evaluation of DNL scientific education and uses the mark he/she obtains in this specific evaluation for the exam, affected by a coefficient of 20, instead of the continuous assessment provided for in scientific education;
- like all students, he/she uses his/her annual average for the Terminale cycle, in history-geography, with a coefficient of 6, as part of the continuous assessment.

When the candidate for the general baccalaureate with the French International Baccalaureate option chooses to focus the cultural and linguistic study of his or her living language A :

- he/she takes the specific evaluation of *Approfondissement culturel et linguistique* in modern language A and uses the mark he/she obtains in this specific evaluation for the examination, with a coefficient of 20, instead of the continuous assessment provided for in modern language A;
- like all students, he/she uses his/her annual average for the Terminale cycle, in modern language B, with a coefficient of 6, as part of the continuous assessment.

When the candidate for the general baccalaureate with the French International Baccalaureate option chooses to focus on *Approfondissement culturel et linguistique* in his/her foreign language B :

- he/she takes the specific evaluation of *Approfondissement culturel et linguistique* in modern language B and uses for the examination the mark he/she obtains in this specific evaluation, affected by a coefficient of 20, instead of the continuous assessment provided for in modern language B;
- like all students, he/she will take into account his/her annual average for the final cycle, in modern language A, with a coefficient of 6, as part of the continuous assessment.
- **Connaissance du Monde and second non-linguistic discipline (DNL2): the specific evaluation is added to the common law framework provided for the compulsory courses**

The results obtained in the following two specific evaluations, with a coefficient of 20, are added to the overall result obtained in the tests and evaluations provided for in the compulsory courses for the general baccalauréat, with a coefficient of 100:

- in *Connaissance du Monde* for all candidates for the General Baccalaureate with the French International Baccalaureate option;

- in the second non-linguistic subject for candidates who have chosen this optional course (quadrilingual pathway).

Thus, students who have chosen to follow a DNL2 are evaluated in addition to their specific evaluations like students subject to common law, i.e., for the examination, they use their annual average for the Première class in their specialty course followed only in Première, with a coefficient of 8, as well as the result they obtain in the final exams in their two specialty courses followed over the two years of the Terminale cycle, with the coefficient of 16 provided for by the regulations for each of these exams.

6. Certification for modern languages

In accordance with the provisions of articles D. 312-18 to D. 312-20, D. 312-29 and D. 312-30 of the Education Code, specified by the provisions of the modified order of November 3, 2020 concerning the issuing of a modern language certificate at the end of the Terminale cycle as of the 2021 session of the General and Technological Baccalaureate, each candidate for the Baccalaureate, regardless of their status, the methods used to take the exam and the result obtained, receives a modern language certificate. This certificate indicates the level reached by the candidate in modern language A and modern language B, and specifies this level for each language activity, in relation to the Common European Framework of Reference for Languages (CEFR).

For candidates for the general baccalaureate with the French International Baccalaureate option, the level indicated on the certificate is determined according to the following procedures:

- for the modern language that is the subject of *Approfondissement culturel et linguistique*, this level is determined by the result obtained in the specific evaluation in *Approfondissement culturel et linguistique*. This specific evaluation is defined in such a way as to allow the evaluation of the students' skills in the four language activities (written comprehension and expression, oral comprehension and expression);
- for the modern language not covered by *Approfondissement culturel et linguistique*, this level is determined by the result obtained in the evaluation organized by the modern language teachers for all the students at the end of the Terminale cycle. This evaluation includes four parts, of equal weight in the candidate's overall score, aimed at evaluating the four language activities defined by the CEFR. The part dedicated to the evaluation of the candidate's skills in continuous oral expression and interaction takes the form of an oral examination. Teachers can use the topics provided in the national digital database to construct this evaluation.

In the framework of certain bilateral cooperation agreements, the BFI is awarded simultaneously with the secondary school diploma of the partner country. This dual awarding of diplomas involves specific organizational and evaluation procedures specified in bilateral texts, which should be referred to.

For the Minister of National Education, Youth and Sports, and by delegation

The Director General of School Education,
Édouard Geffray