

Primary and Secondary Education

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General Baccalaureat

Classes de première and terminale leading to the international French baccalaureat at from the start of the 2022 school year

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Text addressed to the rectors of academies; to the vice-rectors; to the director of Siec d'Ile-de-France; regional pedagogical inspectors; national education inspectors; headteachers; to professors; to trainers

The purpose of this memorandum is to present the international teaching path set up in first and final classes of the general route, which replaces the system of the international sections of the final cycle. It specifies the terms of application of Decree No. 2021-1054 of August 6, 2021 amending the provisions of the Education Code for the establishment of classes leading to the international baccalaureate option entitled "international French baccalaureate" and the decree of August 6, 2021 relating to the international sections of second class and to first and final classes leading to the French international baccalaureate (BFI).

This international education path allows students in first and final classes to obtain the general baccalaureate with mention on the diploma of the international option of the baccalaureate, entitled "international French baccalaureate", indicating the section taken (partner country).

The provisions described in this memorandum come into force from the start of the 2022 school year in first class and from the start of the 2023 school year in terminale class. They apply from the 2024 session of the general baccalaureate exam.

1. Objectives of the French International Baccalaureate (BFI)

The French International Baccalaureate (BFI) is a new flexible and adapted system, designed to meet the expectations of all students, in their diversity, whether they are educated in France or in French educational establishments abroad. . It allows students to discover innovative teachings that are open to the world, such as the teaching of knowledge of the world.

It allows recognition of the quality of the students' career, their commitment and their work, thanks to a marked valuation in terms of coefficients and visibility on the diploma itself.

In the service of the development of the Francophonie internationally, it offers students courses that allow them to master several modern languages, at a very good level.

The establishment of first and final classes leading to the French international baccalaureate (BFI) is part of an ambitious objective of developing the mastery of modern foreign languages and enhancing the international education path of students enrolled in the school system. French. Its architecture makes it possible to create multilingual courses, to increase exposure to modern foreign languages and to enrich the international culture of the students.

2. Procedures for students' access to classes leading to the French international baccalaureate (BFI)

As part of the continuity of the international sections, the classes leading to the French international baccalaureate welcome students from the international sections of the second year. They are also open to students whose choice of orientation towards the French international baccalaureate does not materialize until the first year and who have the language level allowing them to follow the lessons provided during the two years of the final cycle. . They are thus accessible to students with

proven language skills, without any obligation for them to have followed a previous course in the international section.

2.1 Methods for verifying the student's ability to follow the lessons

This language level check concerns:

modern language A for pupils who have chosen the bilingual course;

modern languages A and B for pupils who have chosen the trilingual course;

modern languages A, B and C for pupils who have chosen the quadrilingual course.

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

The language level in French is also checked for students whose mother tongue is not. Pupils from the international sections of the second class

For these pupils, the language levels are established on the basis of the opinion issued by the class council of their establishment of origin, for the last quarter of the school year of the second class.

These students do not have to provide any other proof.

Students who are not from the international sections of the second class

For these pupils, the language levels are established in view of both:

an application file, consisting of a letter of motivation and, where 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 establishment.

In addition to the elements of assessment appearing in their school file, students who do not come from an international second section can, if necessary, present in their application file certificates or language tests that have been issued to them. based on the common European framework of reference for languages (CECRL), diplomas qualifying the level reached in a modern foreign language or, for French, the diploma in French language studies (Delf) and the advanced diploma in French language (Dalif).

2.2. Administrative procedures

The procedure for selecting candidates, according to the procedures specified in 2.1. of this memorandum, falls under the prerogatives of the head of the host establishment, who coordinates the reception and examination of files, appoints the examiners for the aptitude test, organizes the progress of these tests and decides on the list of students whose admission it proposes to the classes leading to the French international baccalaureate (BFI) to the academic director of the national education services. Admission of students to a first year class leading to the French international baccalaureate (BFI) is pronounced, on the proposal of the head of the host establishment, by the academy inspector, academic director of the national education services on delegation of the rector of the academy.

3. Classes leading to the French International Baccalaureate (BFI)

The student enrolled in a class leading to the French international baccalaureate (BFI) follows:

the same lessons as students engaged in a common law course leading to the general baccalaureate, namely: common core lessons, specialty lessons and, where applicable, optional lessons;

additional lessons specific to the preparation of the French international baccalaureate: - lessons in knowledge of the world;

- teaching in a compulsory non-linguistic subject (DNL1) relating either to history-geography or to scientific teaching, according to the terms of the agreement signed with the partner country;

- cultural and linguistic in-depth education.

In addition to these three compulsory courses, the student enrolled in a class leading to the BFI can choose to follow an optional course in a non-linguistic subject (DNL2) offered by the establishment.

This second DNL relates to one of the specialist courses that he followed during the two years of the

final cycle. However, the agreement with the partner country may provide that this second DNL relates to one of the specialist courses followed by the pupil only in first class then in final year class on one of the optional complementary mathematics or expert mathematics courses.

Pupils enrolled in classes leading to the BFI are not authorized to choose specialist education in languages, literatures and foreign and regional cultures (LLCER), in accordance with the principle of parity of education in French and foreign languages.

The programs for specific courses specific to the French international baccalaureate are set by order of the Minister in charge of National Education, after consultation with the partner country to take into account the requirements of the respective programs of the two countries.

3.1 The teaching of *Connaissance du Monde*

The teaching of *Connaissance du Monde* is common to all students in classes leading to the BFI. Lasting two hours a week in first and final year classes, taught in modern language A, it aims to develop in students an awareness of the values of sharing and humanism that are the basis of any intercultural approach. It is based on teaching that articulates the history of ideas and geopolitical questions, knowledge of the challenges of the contemporary world, culture and civilization of the countries of the languages studied, as well as on a project with an international partner led by each student.

The student's individual project is built in connection with the themes of the knowledge of the world program and its variation according to the culture of the geographical area of the language studied. It includes a part of the student's personal research and includes an international component.

In first class, the student defines his individual project and identifies the international partner who will be his. This partner can be a school correspondent, an international institution, a partner establishment, a non-governmental organization (NGO), a professor, a researcher, an artist, etc. In the final year, he carries out his project in stages: identification of a theme (subject of study, problem including research elements, etc.), contact with a partner, development of a calendar with regard to the different project stages.

3.2 Teaching a non-linguistic subject (DNL1)

Teaching in a non-linguistic subject, lasting two hours per week in first and final class, is set up for all students in classes leading to the BFI. This teaching, followed in modern language A, can relate either to history-geography, or to scientific teaching, disciplines of common core of the general way.

When this non-linguistic discipline relates to scientific teaching, the total duration of teaching is 3.5 hours per week, in first and final classes, provided up to 2 hours in French, and 1.5 hours in a foreign language.

When it comes to history-geography, the total duration of teaching is 4 hours per week, in first and final classes, provided half in French, and half in a foreign language. When the agreement with the partner country so provides, all of the teaching hours for the non-linguistic subject of history-geography may be taught in a foreign language during the first year alone.

3.3 Cultural and linguistic in-depth education

In-depth cultural and linguistic teaching, lasting two hours per week in first and final year classes, is set up for all students in classes leading to the BFI. This cultural and linguistic in-depth teaching can relate to foreign language A or foreign language B, depending on whether the pupil's background is bilingual, trilingual or quadrilingual. The cultural and linguistic in-depth study timetable is added to the timetable for the modern language concerned in the common core. This teaching is based on a program specific to each of the language sections which replaces the modern language program A or B depending on the student's choice.

Cultural and linguistic in-depth teaching 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 pupils to level C1 of the Common European Framework of Reference for Languages (CEFR), in all language activities, whether the cultural and linguistic deepening relates to their foreign language A or their foreign language B.

3.4 A second optional non-linguistic subject in specialist education

Teaching in a second non-linguistic discipline, lasting two hours per week in first and final year classes, is set up in classes leading to the French international baccalaureate (BFI), in consultation with the foreign partner concerned. This optional course, when offered by the establishment, relates to one of the student's specialist courses.

These two hours of non-linguistic discipline are taught in modern language A, B or C, depending on whether the student's course is bilingual, trilingual or quadrilingual. They are included in the timetable provided for the specialty teaching concerned. Thus, in first class, for the pupil who follows a second non-linguistic subject, the four hours per week dedicated to the teaching of the specialty on which this non-linguistic subject relates are taught half in French and half in modern language. In 12th grade, out of the six hours per week devoted to specialist teaching covered by the non-linguistic discipline, four hours are taught in French and two hours in a living foreign language.

When the agreement with the partner country so provides, the optional teaching of a non-linguistic subject may, in the terminale class, relate to the optional teaching of expert mathematics or complementary mathematics, after having, in first year class, been backed to specialized education. In this case, all of the three hours dedicated to optional terminal education are delivered in a foreign language.

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

Knowing that the teaching of knowledge of the world and the first non-linguistic discipline (DNL1) are always followed in living language A, three course modalities are possible according to the offer proposed by the establishment.

4.1 The bilingual course

In the bilingual course, all the specific lessons relate to modern language A. The pupil who chooses this bilingual course benefits from an overall weekly timetable of between 8 hours and 10.5 hours of lessons contributing to his training in this living language a.

This weekly timetable is divided between the common core timetable (2.5 hours), the teaching of knowledge of the world (2 hours), the cultural and linguistic deepening (2 hours), the teaching of a subject not linguistics (2 hours if this DNL relates to history-geography or 1.5 hours if it relates to scientific education) and, if the pupil makes this choice, the second optional non-linguistic subject (2 hours).

When the DNL focuses on history-geography, the teaching can be followed entirely in modern language in first class if the agreement with the partner country provides for it, which adds 2 hours to the overall timetable in modern language. AT.

Modern language B is studied only in the common trunk (2 hours).

4.2 The trilingual course

In the trilingual course, the specific lessons are distributed in a balanced way between the student's modern languages A and B.

The student's overall weekly timetable in modern language is 10 hours or 10.5 hours (depending on whether the DNL1 relates to history-geography or scientific education), to which are added 2 hours if the student chooses the second optional non-linguistic subject (DNL2):
living language A, in addition to the common core timetable (2.5 hours), is that of the teaching of knowledge of the world (2 hours), and of the compulsory non-linguistic discipline (2 hours if this DNL relates to the history-geography or 1.5 hours if it relates to science education);
modern foreign language B, in addition to the common core timetable (2 hours), is that of cultural and linguistic in-depth study (2 hours), and, if the pupil makes this choice, of the second optional non-linguistic subject (2 hours).

4.3 The quadrilingual course

In the quadrilingual course, the student's overall weekly timetable in modern language reaches a total of 15 hours (or 15.5 hours depending on the course covered by 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 teaching knowledge of the world and 2 hours of compulsory DNL if this DNL covers on history-geography or 1.5 hours if it relates to science education);
in modern language B, the timetable is 4 hours (2 hours of common core and 2 hours of cultural and linguistic study). ;
in modern language C, the timetable is 3 hours for optional teaching in modern language C, to which 2 hours can be added, if the pupil chooses to follow an optional DNL2 in modern language C, provided that LVC is a living foreign language.

The quadrilingual course offers the possibility for pupils to include a living language C which can be a living foreign or regional language as for any pupil preparing for the general baccalaureate. In accordance with the regulations, in order to be able to present this modern language for the examination, the candidate must have followed an education in this language, corresponding to the level concerned, in a public or private educational establishment under contract or with the Cned.

5. The specific assessments planned for courses specific to the French international baccalaureate (BFI)

Pupils who have taken classes leading to the BFI during the two years of the final cycle can take the international option of the general baccalaureate, called the "international French baccalaureate" (BFI). Registration on the general baccalaureate diploma with the French international baccalaureate mention is conditional on the result obtained in specific assessments, organized in each course specific to the international course. The procedures provided for when the candidate renounces, in the final year, to present the BFI, are specified in the memorandum relating to the choice and assessment of modern foreign and regional languages and non-linguistic subjects.

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

When they are engaged in the bilingual course or the trilingual course mentioned in points 4.1 and 4.2 of this memorandum, candidates submit three specific assessments:
the specific assessments relating to cultural and linguistic in-depth study and to the first non-linguistic discipline (DNL1) each consist of a written test and an oral test; the specific assessment relating to the teaching of knowledge of the world consists of an oral test, relating to the project presented by the student in a foreign language, organized at the end of the final year.
When they have chosen the quadrilingual course mentioned in point 4.3 of this memorandum, candidates submit a fourth specific assessment, in addition to those provided for the bilingual and trilingual courses. This fourth specific assessment, which relates to the second non-linguistic discipline (DNL2 optional) consists of an oral test.

5.2 Methods of taking into account the coefficients according to lessons learned

Each of the marks obtained in the four specific assessments is assigned a coefficient of 20. When the specific assessment consists of a written test and an oral test, half of this coefficient 20 is applied (coefficient 10) to the written , and half (coefficient 10) on the oral.

The procedures for taking into account the result obtained in the specific assessments differ according to the course concerned. Thus, with regard to the first non-linguistic discipline and the cultural and linguistic in-depth study, both of which are based on common core lessons within the framework of the general baccalaureate, namely respectively history-geography or scientific education , and modern language A or modern language B, the specific assessment replaces the continuous assessment provided for in the ordinary examination system. With regard to the teaching of knowledge of the world and the second non-linguistic subject, the specific assessments are added to the common law framework.

First non-linguistic discipline (DNL1) and cultural and linguistic development: assessment specific replaces the continuous control provided for in the common law system

When the candidate for the general baccalaureate option French international baccalaureate chooses history-geography as the first non-linguistic subject:

they pass the specific DNL history-geography assessment and claim for the exam the mark they obtain for this specific assessment, affected by a coefficient of 20, instead of the continuous assessment provided for in history-geography;

he asserts, like any pupil, his annual average on the final cycle, in scientific education, affected by a coefficient 6, within the framework of the continuous control.

When the candidate for the general baccalaureate option "international French baccalaureate" chooses scientific education as the first non-linguistic discipline:

he passes the specific evaluation of DNL scientific education and asserts for the examination the mark he obtains in this specific evaluation, affected by a coefficient of 20, instead of the continuous assessment provided for in scientific education;

he asserts, like any pupil, his annual average on the final cycle, in history-geography, affected by a coefficient 6, within the framework of the continuous control.

When the candidate for the general baccalaureate option French international baccalaureate chooses to have the cultural and linguistic in-depth teaching focus on his living language A:

he passes the specific assessment of cultural and linguistic in-depth study in modern language A and claims for the exam the mark he obtains in this specific assessment, affected by a coefficient of 20, instead of the continuous assessment provided for in living language A;

like any pupil, he asserts his annual average for the final cycle, in modern language B, with a coefficient of 6, within the framework of continuous assessment. When the candidate for the general baccalaureate option French international baccalaureate chooses to have the cultural and linguistic in-depth teaching focus on his living language B:

they pass the specific cultural and linguistic in-depth assessment in modern language B and claim for the exam the mark they obtain for this specific assessment, affected by a coefficient of 20, instead of the continuous assessment provided for in living language B;

he asserts, like any pupil, his annual average on the final cycle, in modern language A, affected by a coefficient 6, within the framework of the continuous control.

Teaching knowledge of the world and second non-linguistic discipline (DNL2): assessment is added to the common law framework provided for compulsory courses

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

in the teaching of knowledge of the world for all candidates for the general baccalaureate option French international baccalaureate;

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

Thus, with regard to students who have chosen to follow a DNL2, they are assessed in addition to their specific assessments like students under common law, namely: they claim for the exam their annual average of the first class in their specialty education followed only in première, affected by a coefficient of 8, as well as the result they obtain in the final examinations in their two specialty courses followed over the two years of the final cycle, affected by the coefficient 16 provided for by the regulations for each of these events.

6. Modern languages certificate

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 amended decree of November 3, 2020 relating to the issuance of a modern languages certificate at the end of the final cycle from the 2021 session of the general and technological baccalaureate, each candidate for the baccalaureate, regardless of their status, their administration methods and the result obtained in the examination, benefits from an attestation of living languages. This certificate indicates the level reached by the candidate in modern language A and in modern language B, and specifies this level for each of the language activities, with regard to the Common European Framework of Reference for Languages (CEFR).

For candidates for the general baccalaureate option French international baccalaureate, the level indicated in the certificate is determined according to the following procedures:

for the modern language that is the subject of the cultural and linguistic in-depth education, this level is determined by the result obtained in the specific assessment in the cultural and linguistic in-depth education. This specific assessment is defined in such a way as to allow the assessment of pupils' skills in the four language activities (written comprehension and expression, oral comprehension and expression);

for the foreign language not covered by the cultural and linguistic in-depth teaching, this level is determined by the result obtained in the assessment organized by the foreign language teachers for all pupils at the end of the terminal cycle. This evaluation comprises four parts, of equal weight in the candidate's overall result, 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 in interaction takes the form of an oral interrogation. Teachers can use the subjects made available to them in the digital national bank to build this assessment.

Within the framework of certain bilateral cooperations, the BFI gives rise to the simultaneous delivery of the secondary school leaving certificate of the partner country. This dual issuance involves specific organizational and assessment procedures specified by bilateral texts to which reference should be made.

For the Minister of National Education, Youth and Sports, and by delegation, The Director General of School Education,
Edouard Geffray

Annex 1

Coefficients for the general baccalaureate option French international baccalaureate

Annex 2

Timetable according to different tracks - BFI