

International French Baccalaureat

Specific continuous assessment tests organized for candidates preparing for the international option of the baccalauréat as of the 2024 session

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Text written for rectors of academies, vice-rectors, the director of the Siec Ile de France, academy inspectors, and regional pedagogical inspectors, Ministry of Education inspectors, ; heads of school, teachers, trainers

This memo defines the specific assessment procedures for candidates taking the general baccalaureate who have prepared, during their première and terminale classes, the international option of the baccalaureate known as the International French Baccalaureate (BFI).

It specifies the conditions under which the provisions of the decree of August 6, 2021 on international sections in the seconde class and classes leading to the French International Baccalaureate (BFI) are to be applied, the service memo of December 15, 2021 relating to première and terminale classes leading to the French International Baccalaureate (BFI) as of the start of the 2022 school year, and the service memo of July 29, 2021, amended on October 22, 2021, relating to the choice and assessment of foreign and regional modern languages and non-linguistic subjects as of the 2022 session.

The provisions described in this memorandum come into force at the start of the 2022 school year in the première class, and at the start of the 2023 school year in the terminale class. They will apply from the 2024 session of the general baccalaureate examination.

As a consequence of the entry into force of the present text, the provisions of the service note of July 29, 2021 relating to the specific continuous assessment organized for baccalauréat candidates enrolled in international sections of the final cycle and preparing for the international option of the baccalauréat will be repealed with effect from the 2024 session of the general baccalauréat. These provisions will apply for the last time to the assessments for the 2023 session of the examination.

1. Connaissance du monde

This assessment is defined in accordance with 1° of article 5 of the arrêté du 6 août 2021 relatif aux sections internationales de classe de seconde et aux classes menant au baccalauréat français international (BFI).

Oral assessment

Length: twenty minutes, with no preparation time.

The assessment, organized by the academic services at the end of the final year, consists of a presentation by the candidate of his/her individual project built with an international partner. This presentation, lasting a maximum of 10 minutes, is followed by a 10-minute interaction with the jury, in the language of the section (modern language A). The jury is made up of two examiners involved in the specific teaching of classes leading to the BFI: a language teacher and a teacher of a non-linguistic discipline, who teach in the candidate's living language A. Depending on the section, an inspector delegated by the partner of the section concerned may take part in the jury. Examiners do not assess their own students.

In the course of the assessment, the candidate describes his or her thinking process and the issues involved in implementing the project, and justifies the choices made. They explain the knowledge and

skills acquired in the course of developing the project. He/she makes the link with the thematic portal(s) of the world knowledge syllabus on which his/her approach is based.

The presentation is accompanied by a support document (paper or digital) prepared by the candidate on his or her World Knowledge project. The main purpose of this support is to provide relevant backing for the presentation. It may include the candidate's own productions, short texts or iconographic documents (images, graphs, plans, maps, etc.). In the case of a digital file, the examination center is equipped with the necessary projection equipment. In the case of a paper file, a copy is given by the candidate to each member of the jury at the start of the test.

At the end of the presentation, the examiners discuss the candidate's presentation with him/her. The discussion provides an opportunity to expand on or clarify certain points, and to address other aspects of the work carried out as part of the world knowledge course, in particular the commitment involved for the student and the contribution made by the link with the partner. The candidate's linguistic skills are assessed, in relation to the expected C1/C2 level, as well as cross-disciplinary skills (approaches, documentation, analysis, etc.).

2. Approfondissement culturel et linguistique

This assessment is drawn up in accordance with 2° and 3° of article 5 of the decree of August 6, 2021 relating to international sections in the seconde class and to classes leading to the French International Baccalaureate (BFI), and with the service note of December 15, 2021 relating to première and terminale classes leading to the French International Baccalaureate (BFI).

The written and oral assessment is organized by academic departments at the end of the final year. It is based on the restrictive literary program of the final year of high school, or of the final cycle, depending on the section. Subjects are written in either modern language A or B, depending on the candidate's background.

In accordance with the terms of the agreement with each partner, the Inspectorate General for Education, Sport and Research is responsible for drawing up and selecting the subjects for the written part, and, depending on the section, an inspector delegated by the partner country or the designated body acting in its stead. The inspector delegated by the partner country, or the designated body acting in its stead, may propose modifications or validate the subjects chosen. At the end of this process, the final choice of subjects is made by the French Minister of Education, after consulting the Inspectorate General for Education, Sport and Research.

In some sections, candidates are asked to take part in an oral examination on parts of the curriculum other than those covered in the written examination.

In the in-depth cultural and linguistic section, the assessment format is the same for all candidates, whether they are on a bilingual, trilingual or quadrilingual course. The expected level is C1/C2 for LVA (bilingual pathway) and B2/C1 for LVB (trilingual or quadrilingual pathway). To take into account the specificities of sinograms, the expected level in Chinese BFI is B2 for written and C1 for oral.

2.1. Written section

Duration: four hours.

Unless otherwise stipulated by the partner, the candidate chooses between several subjects. Depending on the partner, these subjects may take different forms:

- report or summary of a text, possibly followed by questions ;
- synthesis, commentary or analysis (which may be guided) of one or more texts, fiction or non-fiction, possibly accompanied by other media (excluding audio and video);
- essay or dissertation based on a literary subject, a problem, a quotation, a corpus of texts or other media (excluding audio and video media).

Electronic dictionaries are not permitted. Depending on the section, the use of a unilingual paper dictionary in the language being assessed may or may not be authorized. If it is not authorized, technical or uncommon expressions are explained in the subject.

Other possible modalities

In the case of the German BFI, candidates can choose one of three subjects. These subjects may take the following forms: analysis of a fictional text or comparative analysis of several fictional texts; analysis of an argumentative text, comparative analysis of several argumentative texts or comparative analysis of a fictional text and an argumentative text; analysis of a problem based on texts or other media. For this assessment, candidates have access to the works on the syllabus.

In the case of the American BFI, if the candidate chooses to take an Advanced Placement (AP) course in Première as an alternative to the in-depth cultural and linguistic study, the total duration of the AP course is four hours per week, taught entirely in American. This AP can be chosen between English Language and Composition or English Literature and Composition. In this case, at the end of Première, the candidate takes a specific written exam in the corresponding AP. This written exam replaces the written part of the specific assessment organized in the final year for other candidates. The mark obtained for each AP is multiplied by 4 to arrive at a score ranging from 0 to 20. In the final year, the candidate takes the in-depth cultural and linguistic course, which is the subject of an oral assessment, the format of which is specified in 2.2. of this memo.

2.2. Oral section

Duration: twenty minutes (except American BFI: thirty minutes and except British BFI: fifteen minutes).

Preparation: twenty minutes (except Arabic BFI: thirty minutes).

The oral part of the assessment is conducted by a teacher (except for the British BFI, for which there may be one or two teachers) providing in-depth cultural and linguistic instruction in the language. The examiner does not assess his/her own students. The partner's delegated inspector, or his/her deputy, may attend the test.

Depending on the partner, the oral examination is based on a document, a file, a work or a theme, and is organized in one of the following ways:

- the examiner gives the candidate a subject;
- the candidate chooses one of several subjects;
- the candidate draws a subject at random;
- the candidate provides the support for the oral examination.

In the first part, which may not exceed ten minutes (except for the American BFI: maximum fifteen minutes; and for the British BFI: maximum five minutes), the candidate presents his treatment of the subject. In a coherent presentation, he/she should endeavor to provide a personal response to the problem posed, and demonstrate his/her ability to analyze, interpret and make judgments methodically and in relation to the questions posed.

The second part, which may not exceed ten minutes (except for the American BFI: fifteen minutes maximum), consists of an interview with the examiner. This interview provides an opportunity to deepen or clarify the treatment proposed by the candidate, to address other aspects of the same thematic field, or to broaden the discussion to other subjects in the terminal cycle program.

The program on which this oral evaluation is based covers the final cycle, except in the case of American BFI candidates who have opted to substitute Advanced Placement (AP) for cultural and linguistic study, who are only evaluated on the final cycle program.

An individual evaluation sheet is drawn up for each candidate. This evaluation sheet has the status of an examination paper.

Use of the dictionary is not permitted. Technical or uncommon expressions are explained in the subject.

3. Mandatory non-linguistic discipline (DNL1) : History/Geography of Science

This assessment is defined in accordance with the provisions of 4° of article 5 of the arrêté du 6 août 2021 relatif aux sections internationales de classe de seconde et aux classes menant au baccalauréat français international (BFI).

3.1. Compulsory non-linguistic history-geography subject

The written and oral assessment is organized by the academic services at the end of the final year. Unless otherwise stipulated by the partner, the assessment is based on the final-year syllabus and its adaptations for the section language concerned, with the exception of the German BFI, for which the assessment is based on the history-geography syllabus for the final year (première and terminale), including the supplement specific to German sections.

Subjects are written, in their entirety or for the most part, in the language of the section (living language A). Technical or unusual expressions are explained in the subject. Examiners do not assess their own students.

Electronic dictionaries are not permitted. Depending on the section, the use of a unilingual paper dictionary in the language being assessed may or may not be permitted.

In accordance with the terms of the agreement with each partner, the preparation and selection of subjects for the written part are the responsibility of the Inspectorate General for Education, Sport and Research, and, depending on the section, of an inspector delegated by the partner country or the designated body acting in its stead. The inspector delegated by the partner country, or the designated body acting in its stead, may propose modifications or validate the subjects chosen. At the end of this process, the final choice of subjects is made by the French Minister of Education, after consulting the Inspectorate General for Education, Sport and Research.

In the compulsory non-linguistic subject of history-geography, the assessment format is the same for all candidates, whether they are on a bilingual, trilingual or quadrilingual course.

Assessment objectives

The aim is to assess the candidate's ability to :

- mobilize, in the service of historical and geographical reflection, knowledge fundamental to understanding the world and to the civic and cultural education of the citizen ;
- write well-constructed, well-argued answers, demonstrating a good command of the language ;
- exploit, organize and compare information;
- analyze and critically assess documents from a variety of sources and of different types;
- understand, interpret and analyze different graphic languages.

3.1.1. Written section

Duration: four hours.

Candidates write their papers either in the language of the section (modern language A) or in French. Candidates make their choice known when they register for the examination. The language chosen is the same for the written part of the assessment (history and geography).

The written part of the assessment comprises two sub-sections: a composition and a critical study of document(s).

With the exception of the German BFI, the American BFI and the British BFI, the subject consists of a composition in response to a history or geography topic and a critical study of document(s) relating to the discipline not covered by the composition.

The use of the four hours is left to the candidate's discretion.

Composition

Candidates may choose from two subjects in the same discipline. In both history and geography, candidates are expected to

- demonstrate the ability to analyze a subject, master the necessary knowledge and organize it;

- write a text comprising an introduction (outlining the issues at stake and setting out a problem), several structured sections and a conclusion;

- may include one or more graphic elements.

The wording of the subject may be a question or a statement, may make the problem explicit and may suggest elements for constructing the answer.

Critical study of document(s)

The critical study of document(s) involves one or two documents, one of which, in geography, may be cartographic in nature. The documents are accompanied by instructions suggesting a problematic and elements for constructing the critical study.

Candidates must :

- give an account of the content of the document(s) proposed, and identify their general meaning ;
- indicate their contribution to an understanding of the historical or geographical situations, phenomena or processes evoked, taking the necessary critical distance;
- demonstrate, where appropriate, the value of comparing documents.

Grading and marking

When candidates have written in the language of the section, the markers are history-geography teachers who teach in this language.

Candidates' papers are assessed as a whole. Each of the two disciplines, history and geography, counts for half the points in the final mark. Markers must use the full range of marks from 0 to 20, in full points.

Other possible arrangements

For the German BFI, the written assessment comprises two separate sub-sections: one in history, the other in geography. In each sub-section, history and geography, the candidate deals with one of a choice of two subjects. These subjects take the form of a study, a commentary or a composition, using one or more documents where appropriate.

In the case of the American and British BFIs, for the written part of the specific assessment, the candidate chooses between subject A, involving the writing of a history composition and a critical study of geography documents, and subject B, involving the writing of a geography essay and a critical study of history documents.

As part of the American BFI, the candidate may choose to take an Advanced Placement (AP) in première class, replacing the DNL history-geography course. The AP course lasts a total of four hours per week, taught entirely in American. This AP, whose concepts are in line with the French program, is chosen from European History, World History, US History and Human Geography. In this case, at the end of Première, the candidate takes a specific written exam on the corresponding AP. For the BFI option of the baccalauréat général, the mark obtained in this AP is taken as the written test for the specific assessment provided for in article 5, 4° of the arrêté du 6 août 2021. The mark obtained for each AP is multiplied by 4 to arrive at a score ranging from 0 to 20. In the final year, candidates take the compulsory DNL history-geography, which is assessed orally in the format specified in 3.1.2. of this memo.

In addition, for the compulsory non-linguistic subject of history-geography, the curriculum for the première class is based on an AP chosen from European History, World History, US History and Human Geography, whose concepts are in line with the French national curriculum. For the BFI option of the general baccalaureate, it is assessed by a written test at the end of première, organized as part of the written test for the specific assessment provided for in 4° of article 5 of the decree of August 6, 2021; the oral test for the specific assessment provided for by these provisions remains organized in the terminale class.

3.1.2. Oral section

Duration: twenty minutes (except British BFI: fifteen minutes).

Preparation time: twenty minutes.

The oral part of the assessment must be taken in the language of the section (modern language A).

Examiners do not assess their own students.

The oral examination is organized in one of the following ways:

- the examiner gives the candidate a subject;

- the candidate chooses one of several subjects;
- the candidate draws a subject at random.

Subjects are divided equally between history and geography.

Unless otherwise stipulated by the partner country, this assessment covers the curriculum of the final year of secondary school.

The assessment consists of a presentation by the candidate, lasting a maximum of ten minutes (except for the British BFI: five minutes maximum), followed by an interaction of ten minutes maximum with the jury, in the language of the section (modern language A).

The oral part of the assessment is conducted by history-geography teachers teaching in this language. The inspector delegated by the partner country, or the person designated in his place, may attend the examination.

An individual evaluation sheet is drawn up for each candidate. This evaluation sheet has the status of an examination paper.

3.2. Compulsory non-linguistic subject : science

The general provisions relating to the specific assessment of science teaching are based on a program determined jointly with the partner concerned.

3.2.1. Assessment objectives for the Chinese section

For the Chinese section, the specific evaluation of science teaching is based on the specific program for non-linguistic subjects in science teaching for the first and final years of the general stream. This program is based on the content of the non-linguistic mathematics program for the Chinese international section. The aim of the test is to assess how well the candidate has acquired the skills set out in the syllabus for the première and terminale classes, depending on whether or not he or she is taking the special mathematics course in première and terminale. Candidates must be able to

- master the required knowledge ;
- carry out independent research
- conduct reasoning ;
- develop analytical, independent and critical thinking, leading to greater autonomy in reasoning, demonstrating, finding partial results and putting them into perspective;
- use software tools to solve mathematical problems;
- develop intercultural skills, in particular through the discovery of different models;
- use mathematical and scientific tools in cultural, historical and everyday situations in China;
- communicate orally and in writing in Chinese, in a relevant language register and in a precise language.

The topics are designed by the section's Chinese mathematics teacher. As such, they correspond exactly to the content and spirit of what has been studied in class. In particular, the question(s) involving information and communication technologies are in line with the material that candidates use during their training time.

3.2.2. Form and modalities of the evaluation for the Chinese section

Duration: one hour and thirty minutes in première and one hour and thirty minutes in terminale.

A. Procedure

The specific assessment, organized by the establishment in charge of the section, takes place in two stages, first at the end of the first class, then at the end of the final class. The examiners are the section Chinese mathematics teacher and a Chinese language teacher who is not the class teacher. Each of these two parts of the specific assessment is placed during the third term of the school year.

Each annual assessment situation essentially relates to the skills and knowledge of the teaching program of the school year concerned, first or final.

Students are assessed in groups of approximately four or five on a schedule determined by the two examiners and the head teacher.

Each assessment situation is the subject of an individual invitation to the students established by the head of the establishment. Students who have justified their absence during the evaluation are called back. Each evaluation situation is organized in a computer room and lasts one hour and thirty minutes. Students are assessed both in writing and orally. The assessment is conducted in Chinese. The same subject is offered to all students in the group. Each pupil writes his answer on a sheet distributed by the examiner or, failing that, on free paper. This answer sheet is given to the examiners at the end of the test. It includes the name of the student and the establishment, as well as an indication of the date and school year. An individual evaluation sheet is drawn up for each candidate. This scorecard has the status of an exam copy. Each specific assessment has two parts, one cultural and historical, the other made up of exercises. Mathematical culture and history of mathematics in China, functions, geometry and statistics and probabilities are organized into four sections:

- mathematical content;
- expected capacities;
- vocabulary ;
- comments.

a) Cultural and historical part

This part is devoted to elements of mathematical culture and history of mathematics in China actually covered during the school year. It can be presented in the form of a brief multiple-choice questionnaire (MCQ) written in Chinese, with an additional question to be developed orally.

b) Exercises

The other part consists of one or two math exercises. The exercises relate to the specific teaching program of the relevant first or final year class. Their statements, written in Chinese, include questions of progressive difficulty. One or two questions require the use of computer software or a calculator. Their wording explicitly provides for the candidate to give some explanations orally. Then, he continues the resolution and writing in Chinese language on the answer sheet. This type of question makes it possible to assess the ability to experiment, to simulate, to make conjectures or to check their plausibility.

The evaluation situations must allow any candidate to deal with the questions, to call the two examiners to express themselves orally when the statement invites them to do so and to write the answers within the allotted time. The number of points allocated to each part or each exercise is indicated on the subject. If MCQs are proposed, their scoring methods are specified in the subject. For each question, a choice of three or four answers is offered; only one of these answers is correct; no points are deducted for incorrect answer choices. It is a question of taking into account, in the assessment of the candidate's answer, the critical approach, the overall coherence of the answers, as well as the capacities of communication in Chinese language.

B. Scoring and scoring

The mathematics teacher pays particular attention to the validity and consistency of mathematical explanations; the language teacher pays particular attention to communication skills in the Chinese language. The clarity of the oral or written reasoning comes into play in the assessment of the candidate's performance. The two examiners evaluate the oral and written productions of the candidates positively. In particular, they pay particular attention to the steps taken, the relevant attempts, the partial results and the use made by the candidate of the software used.

For each candidate, at the end of each evaluation situation, the two professors separately propose a mark out of 20; if the mark of the mathematics teacher is the highest, it is this mark which is retained by the examiners. Otherwise, the two examiners average the two marks.

C. Harmonization of scoring

An evaluation file is compiled in the name of each candidate. It includes, for each year of training in the final cycle, the statement of the subject of the evaluation situation, the candidate's answer sheet corrected by the mathematics teacher and the individual evaluation sheet completed and signed by the two examiners. .

At the end of the final class, the complete evaluation file is sent by the rector of the academy in order to be examined by the national committee for harmonization and validation of the test placed under the responsibility of the management. general school education (Dgesco).

The commission is composed of inspectors general of the languages group and the mathematics group, or their representatives, and professors teaching in the international sections in the Chinese language. A representative of the partner country and a representative of the delegation for European and international relations and cooperation are invited. The meeting of this commission is placed under the responsibility of the general director of school education.

The harmonization committee gives an opinion on the proposed mark, rounded up to the next higher point, for each candidate.

The files and opinions are sent to the academic services for making available to the examination board, which decides on the mark for the test.

Material

The use of calculators brought by the candidates or computers provided by the establishment is necessary. There is no math form for this assessment. On the other hand, the Chinese mathematics teacher can include certain formulas in the body of the subject or give them as an appendix, depending on the nature of the questions.

The use of a dictionary is prohibited. Words or expressions deemed technical or difficult by teachers are explained in the subject.

4. Non-linguistic discipline, non-mandatory (DNL2)

This assessment is defined in accordance with the provisions of 5° of article 5 of the decree of August 6, 2021 relating to international sections of second class and classes leading to the international French baccalaureate (BFI).

Oral assessment

Duration: twenty minutes.

Preparation: twenty minutes.

The oral examination in language is organized at the end of the terminale class by the institution where the candidate is registered. It is provided by a teacher of the non-linguistic subject who has been taught in the living language concerned (LVA, LVB or LVC depending on the student's background), and, unless this is impossible, by a teacher of this living language who can be a teacher involved in classes leading to the BFI.

The oral examination comprises two parts of the same duration and of equal importance in the attribution of the mark. It relates to the part of the program of the teaching of specialty which was exempted in living language within the framework of the non linguistic discipline (DNL).

4.1. First part

The first part, conducted in the living foreign language covered by the DNL2, is based on one or two document(s) or activity support relating to the teaching of DNL2 given in the living foreign language in the final year class. The subject, which must be unknown to the candidate, is given to him by the examiner(s). In the case of texts, it may be an extract from a literary work, from the written press or from scientific documents. The text(s) chosen, written in the living foreign language concerned, must not exceed fifteen lines in total (line is defined as 70 characters including blanks and punctuation). Statistical, iconographic, sound or audiovisual documents can also be used as support for this first part of the questioning, on a principal or accessory basis. Any excessive specialization likely to put the candidate in difficulty must be avoided. It is recommended that the candidate be offered a choice of two questions relating to different aspects of the program in order to enable them to assess the skills acquired. For the scientific disciplinary fields, the subject proposes two questions, relating to two different areas of the program.

During this first part of the assessment, the candidate must be able to demonstrate that he knows how to report on the document(s) in a precise and nuanced way, that he knows how to identify the main ideas and the issues, that he knows how to grasp the questions asked, analyze them and show his mastery of the expectations of the program.

The jury takes into account:

- the clarity of the presentation and the intelligibility of the content expressed by the student;
- the ability to analyze and argue;
- the quality of information and the culture of the candidate, in the field considered;
- the richness and precision of the expression and the grammatical correctness of the spoken language.

4. 2. Second part

The second part of the oral examination consists of an interview, conducted in the language concerned, which relates to the work and activities carried out during the year, in the optional non-linguistic subject and, more generally, within the framework of the section.

The list of questions studied in this discipline is provided for information by the candidate on the day of the test. The interview can also focus on international openness and the various forms it may have taken in the establishment: partnership, exchanges, clubs, newspapers, Internet relations, etc.

The interview is conducted in such a way as to highlight the candidate's career and his achievements within the section. The candidate must give proof of his ability to interact with his interlocutor on subjects relating to a known field, to give an opinion, information, to formulate an assessment and more generally to participate in an exchange in an active way.

Other modality possible

With regard to the American BFI, when the candidate chooses to focus his second DNL, optional, on the optional teaching of expert mathematics or complementary mathematics in the final year class, he can choose to follow, if his establishment offers it, a Advanced Placement (AP). These APs, lasting three hours per week, replace optional teaching and are provided entirely in American, according to the following terms:

- AP Calculus BC or AP Statistics are admitted, in terminale class, under the optional teaching program in expert mathematics. They are assessed, for the general baccalaureate with the BFI option, as part of the specific oral assessment provided for in this memorandum (point 4). Students can also, if they wish, present in terminale, with a view to their possible pursuit of studies outside the French higher education system, the written assessment specific to the AP organized by the services of the College Board; this assessment is not taken into account for the baccalaureate;
- AP Statistics is admitted, in terminale class, under the optional teaching program in complementary mathematics. It is assessed, for the general baccalaureate option BFI, within the framework of the specific oral test provided for in this memorandum (point 4). Students can also, if they wish, present in terminale, with a view to their possible pursuit of studies outside the French higher education system, the written assessment specific to the AP organized by the services of the College Board. This evaluation is not taken into account for the baccalaureate.

5. Ressources

Evaluation sheets are made available to teachers on the Éduscol website, in a page dedicated to the French international baccalaureate. This page also offers, in its resources, synoptic tables specifying, for each section of the BFI, the methods of organization of the specific evaluations planned in consultation with the partners.

For the Minister of National Education and Youth, and by delegation,
For the Director General of School Education, and by delegation,

The head of the public education and educational action department, deputy to the director general,
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