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Nous vous enverrons cette présentation via email.

Bac Français International (BFI)

Your contacts · Vos interlocuteurs

XV

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ACL oral exam moderator, ASIBA

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BFI: a tripartite model

Le BFI : un modèle tripartite

OXFORD AQA
INTERNATIONAL QUALIFICATIONS

Partenaire privilégié

ASIBA
Association des Sections Internationales Britanniques et Anglophones

Partenaire privilégié

Ministère de l'Éducation nationale et de la Jeunesse

In / au Lycée Victor Hugo

Ministère de l'Éducation nationale et de la Jeunesse

Partners since 1991

Association loi 1901 à but non lucratif, d'intérêt général

Mrs Robb
Mr Mancey

Mr Vuiller
Mrs Naylor
Ms Lister
Mrs Walker
Mrs Seilhean
Mrs Morter-Laing
Mrs Blakemore

Tonight

Ce soir

1. **The BFI: an overview**
   Le BFI : vision globale du cursus
2. **The HG programme & assessment protocol**
   Protocole d'évaluation
3. **The ACL programme & assessment protocol**
   Protocole d'évaluation
4. **Connaissance du Monde (CDM) programme & assessment protocol**
5. **Duke of Edinburgh Award**

Unifrog launch sessions

unifrog

The universal destinations platform.

We help students compare every university course, every apprenticeship, and Further Education courses – then apply successfully.

We also empower teachers and counselors to manage the progression process effectively.



BFI (1ère–Tle)

3 subjects – 3 matières

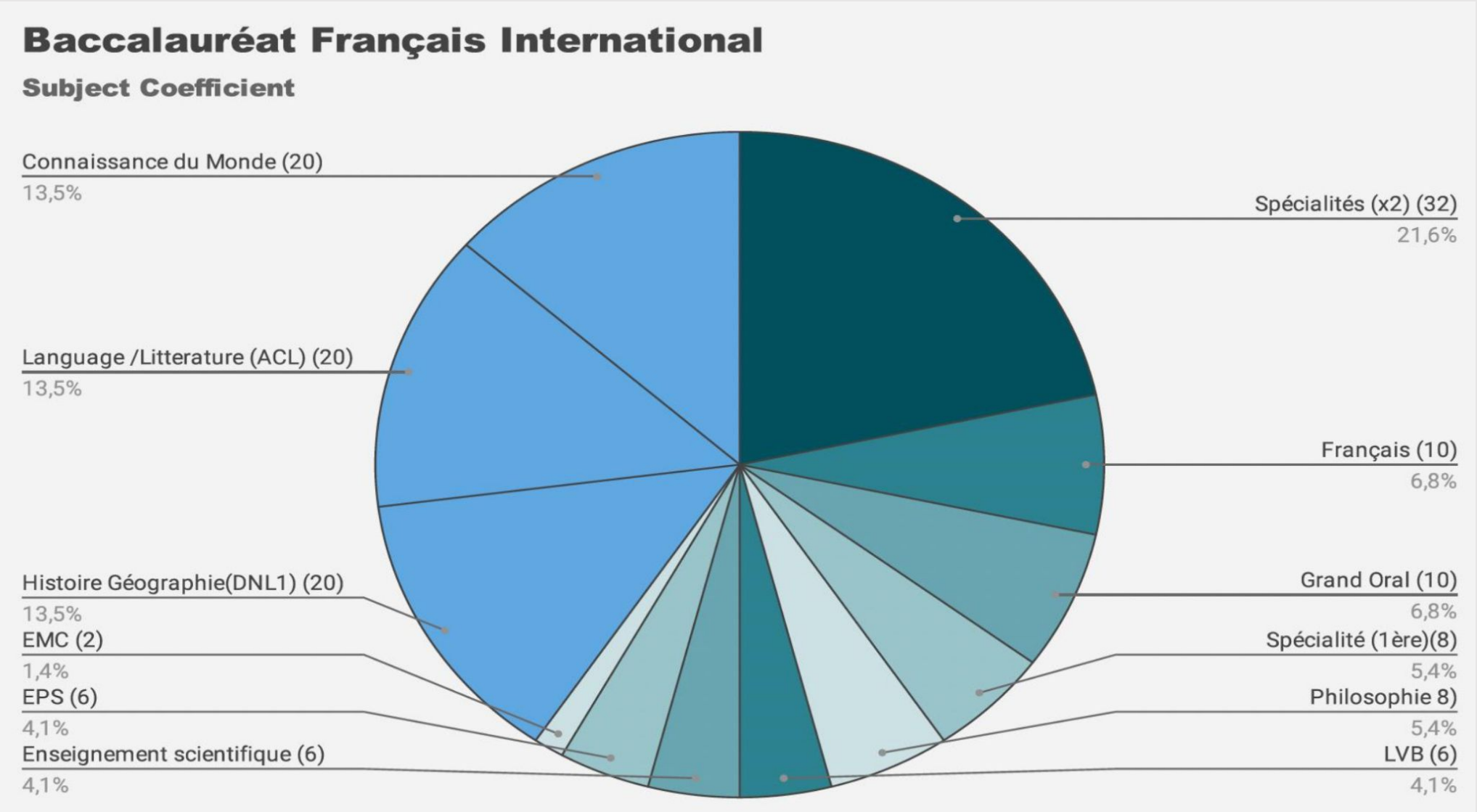
	Language & Literature ACL	History & Geography DNLO	Connaissance du Monde CDM
Also known as	ACL – Enseignement d'Approfondissement Culturel et Linguistique	DNLO – Discipline Non Linguistique Obligatoire	Individual project
Hours	**4 hours/week**	**4 hours/week**	**2 hours/week in 1ère and Terminale**
Coefficient	**20**	**20**	**20**
Exams in June (Terminale)	**2 exams** • Writing (4 hours) • Oral (15 mins)	**2 exams** • Writing (4 hours) • Oral (15 mins)	**1 exam** • Oral (20 mins) • Internally assessed

40.5%

All three BFI subjects = 40.5% of the overall International French Baccalauréat mark

Les matières du BFI = 40,5 % de la note finale au Baccalauréat Français International

AN OVERVIEW - VUE GLOBALE



BFI subjects = 40.5% of the final overall BFI mark / moyenne

Lycée

British section · Section britannique

	IN ENGLISH			EN FRANÇAIS		
	English Language & Literature weekly	**History & Geography** weekly	**Connaissance du monde**	**Langue & Littérature anglaises** chaque semaine	**Histoire-Géo** chaque semaine	**Connaissance du monde**
2nde	**4** hours	**4** hours	N/A	**4** heures	**4** heures	N/A
1ère BFI	**4** hours	**4** hours	**2** hours **half group**	**4** heures	**4** heures	**2** heures **1/2 groupe**
Tle BFI	**5** hours	**5** hours	**2** hours	**5** heures	**5** heures	**2** heures

Red = taught in half groups · En rouge : cours en demi-groupe

Résultats au baccalauréat international

Section britannique du lycée Victor Hugo, Colomiers

Sessions 2017–2026 et comparaison avec le BFI national 2026

	BFI — Bac français international (2024–2026)				OIB — Option internationale du baccalauréat (2017–2023)						
RÉSULTATS	**2026** Victor Hugo 63 candidats 6 félicitations	**NATIONAL BFI 2026** 6 619 candidats 548 félicitations	**2025** 52 candidats 5 félicitations	**2024** 59 candidats 4 félicitations	**2023†** 48 candidats 1 félicitation	**2022** 43 candidats 1 félicitation	**2021** 47 candidats (post-covid)	**2020** 46 candidats (covid)	**2019** 35 candidats	**2018** 48 candidats	**2017** 37 candidats
Mention Très bien avec félicitations (FJ)	**9,5 %**	**8,3 %**	20 %	41 %	23 %	28 %	45 %	38 %	34 %	29 %	27 %
Mention Très bien sans félicitations	**27,0 %**	**32,4 %**									
Bien	**33,3 %**	**34,0 %**	35 %	32 %	35 %	28 %	30 %	31 %	31 %	21 %	30 %
Assez bien	**25,4 %**	**18,8 %**	31 %	15 %	11 %	16 %	23 %	26 %	28 %	25 %	24 %
Admis sans mention	**4,8 %**	**5,9 %**	14 %	12 %	9 %	26 %	2 %	5 %	7 %	23 %	16 %
Taux de réussite	**100,0 %**	**99,4 %**	98 %	100 %	100 %	98 %	100 %	100 %	100 %	100 %	97 %
Au moins une mention	**95,2 %**	**93,5 %**	86 %	88 %	69 %	73 %	98 %	95 %	93 %	75 %	81 %
Repère national[1] (ancien visuel)	—	—	n.d.	68,7 %	71,5 %	69,1 %	73,4 %	97 %	57 %	57 %	58 %

LYCEE VICTOR HUGO BFI SUBJECTS - RESULTS JUNE 2026

	ACL *(13.5%)*	H-G *(13.5%)*	CDM *(13.5%)*
WRITING - ECRIT	**14.9**	**15.85**	**X**
ORAL	**15.1**	**14.5**	**17.41**

Where do our graduates go next?

Post-bac destinations of the classes of 2024, 2025 and 2026 · 176 students, destination known for 134

English 31 · British section



of students with a known destination

FRANCE — 95 students

WHERE (number of students)

Prépas (CPGE)	23
Paul Sabatier (UT3)	11
Business schools	10
Toulouse Capitole / TSE	9
Engineering schools	9
Sciences Po	7

Includes TSM, TBS, INSA, Icam, UTT, Dauphine, Panthéon-Sorbonne, Paris-Saclay

WHAT THEY STUDY (share of students)

Science & engineering	40%
Business & economics	22%
Law, politics & social sci.	22%
Medicine & health	9%
Arts & humanities	6%

EU (excl. France) — 13 students

WHERE (number of students)

Netherlands	5
Ireland	2
Italy	2
Spain	1
Germany	1
Sweden, Belgium	2

Groningen, Tilburg, UCD Dublin, ESCP Turin, Complutense, Stockholm Sch. of Economics, ULB

WHAT THEY STUDY (share of students)

Science & engineering	15%
Business & economics	23%
Law, politics & social sci.	31%
Medicine & health	8%
Arts & humanities	23%

UNITED KINGDOM — 22 students

WHERE (number of students)

London	6
Bath	2
Nottingham	2
Sheffield	2
York	2
Other cities	8

London: UCL, King's, Queen Mary, Kingston · Also Warwick, Edinburgh, Durham, Southampton

WHAT THEY STUDY (share of students)

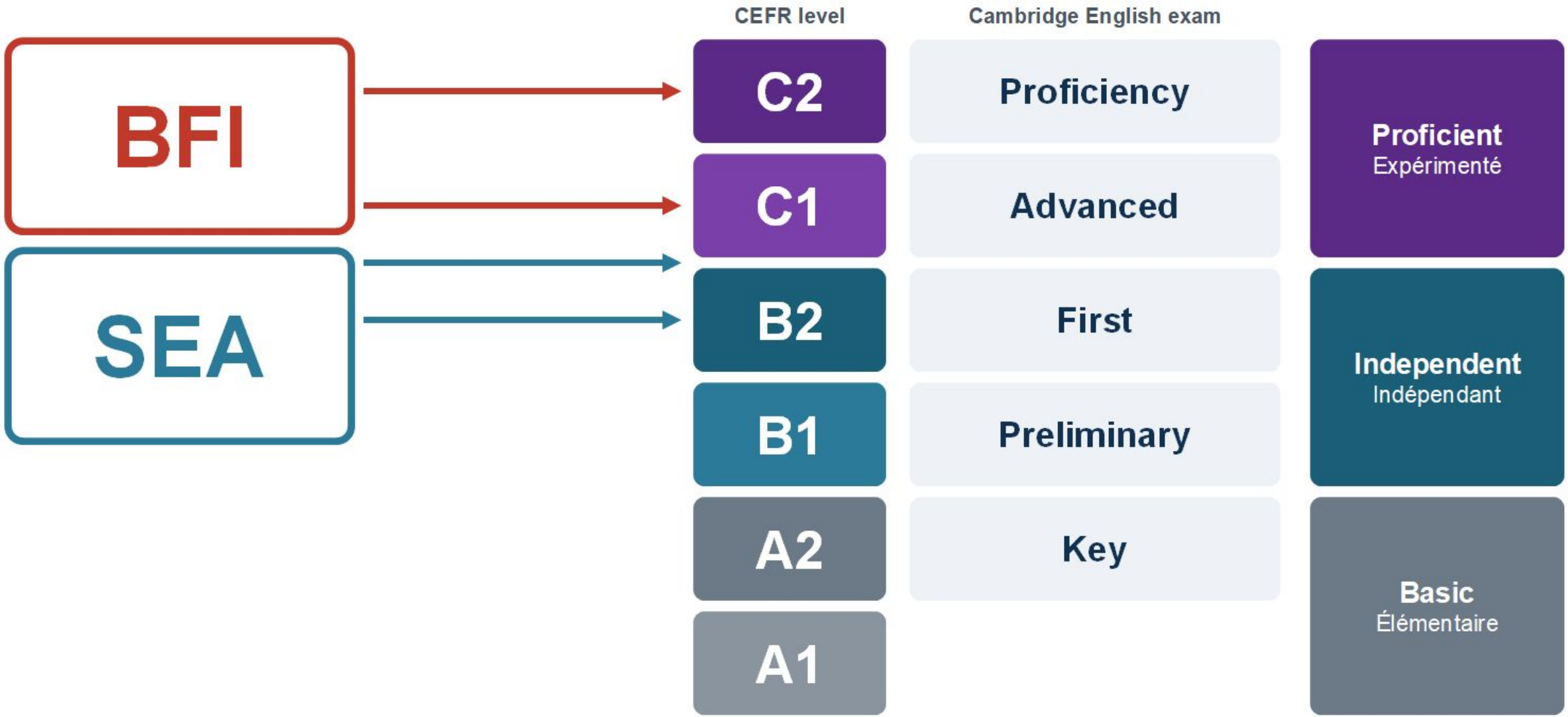
Science & engineering	29%
Business & economics	38%
Law, politics & social sci.	14%
Medicine & health	10%
Arts & humanities	10%

● Further afield (3%): McGill ×2 and Concordia (Canada), ESSEC Singapore campus

Based on destinations declared by students; 2026 shows intended choices. Where two options were given, the first is counted. Gap years (2) and students who did not reply (40) are not counted. Names are never shown.

Échelle européenne de référence

Common European Framework of Reference for Languages (CEFR)



Activities

Activités proposées

DofE

Duke of Edinburgh Award

Bronze – 2nde

MUN

Model United Nations (MUN)

Éducation nationale

INSA

INSA project

Tle

LDN

London trip

Tle

Partially subsidised by E31
Financé en partie par E31

Any questions so far?

Des questions ?



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H&G LYCEE PROGRAMME OF STUDY



Ms Lister
Head of History-Geography

History-Geography Objectives for 2°, 1° & T°

Building

BFI:

- do
  qu
- ar
  po

As

ds.



History-Geography Programme T°
Examinations



Written exam

- 4 hour exam divided with questions evenly divided between History and Geography.

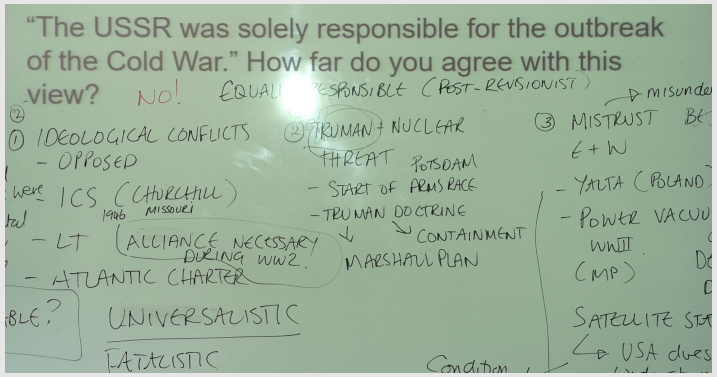


Oral Exam

- 15 minute exam divided between History and Geography.

History-Geography: Assessments







Written assessments:

- Supported preparation and assessments in class

Knowledge assessments:

- Short precision based assessments

Oral assessments:

- Recorded oral assessments
- Group presentations

tor joue au ballon dans le jardin. Sa sœur Marine
ctor tape dans le ballon. Marine le reçoit dans la fi
oute barbouillée. Elle pleure. Son frère éclate de

Chouette, c'est la nuit

① Je vais à Tahiti.
Zut, c'est la nuit

② Il y a des zombis.
Chouette c'est la nuit

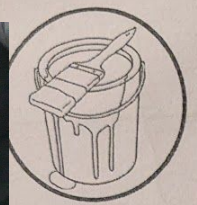
③ Mon petit frère va au li
Zut c'est la nuit

④ J'hé chez mamie
vais



Word Hunt

room? Write the word when you find it.





Sparkly



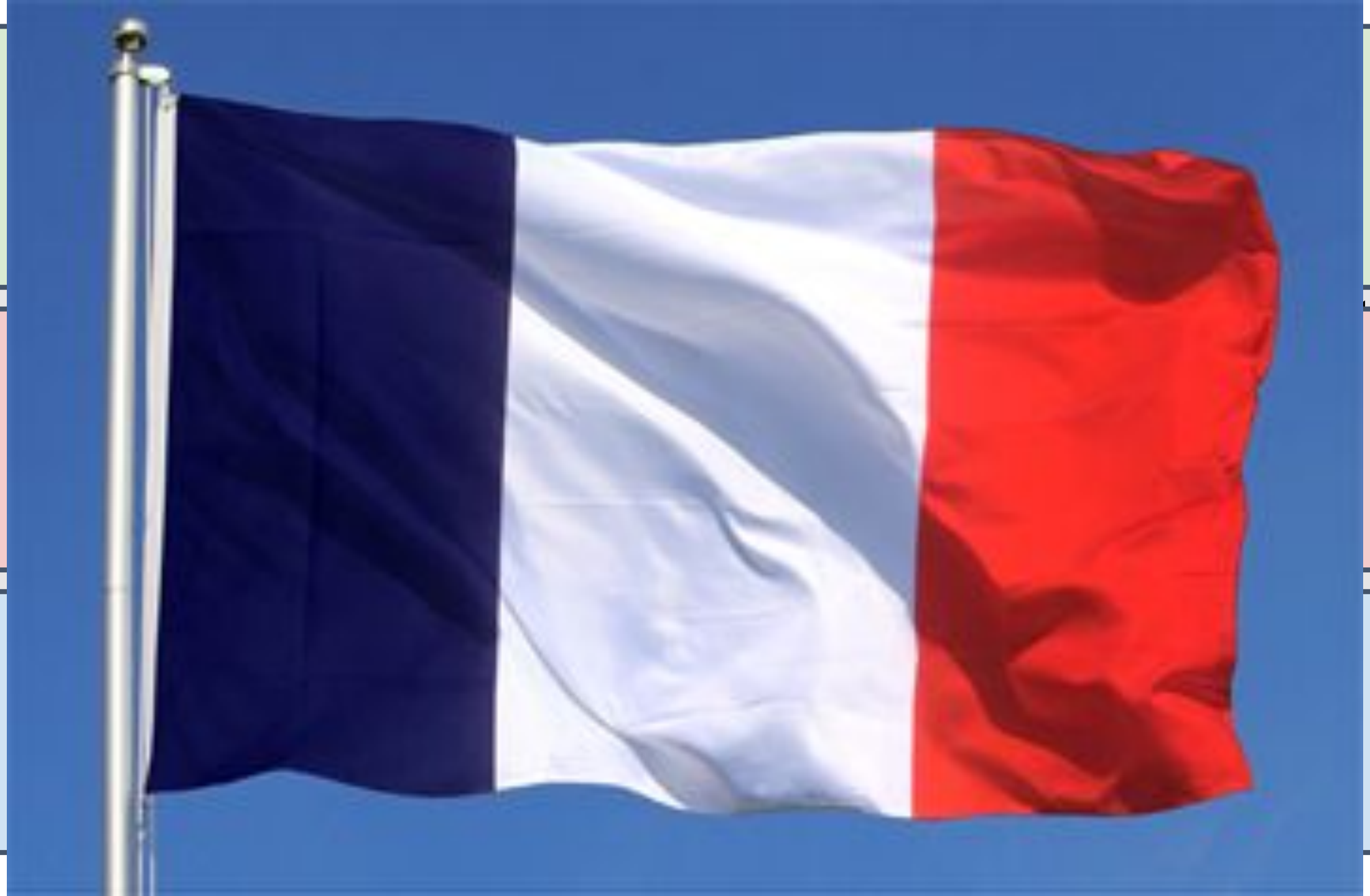
Bored



Noisy



visit twinkl.com.au



History-Geography Programme 2° & 1° (4 heures)

Mr Mancey, Ms Walker, Ms Seilhan & Ms Lister

2°

HISTORY

Athens and Rome
Medieval Mediterranean World
The Reformation
European Expansion
The English Civil War
The American Revolution
The French Revolution

GEOGRAPHY

Territories, population and development
Development
Demographics and migration
Society and the environment
Southern Africa

1°

HISTORY

Europe 1815 - 48
Industrialisation
Nationalism
Imperialism
WWI
The fragilization of democracy, totalitarianism & WWII

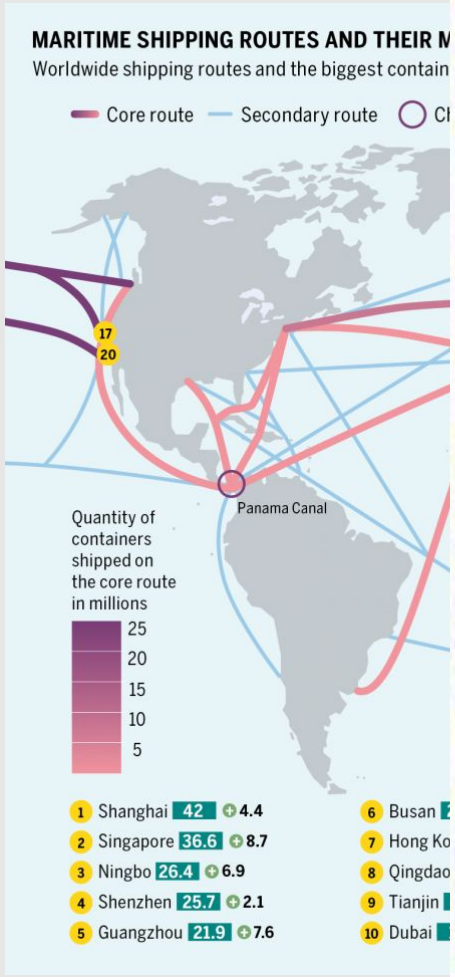
GEOGRAPHY

Urbanisation, metropolisation & the consequences
Globalisation of Industry
New International Division of Labour, Global patterns the Service economy

History-Geography Programme T° (5 heures)

Geography / *Géographie (2 heures)*

Mr Mancey



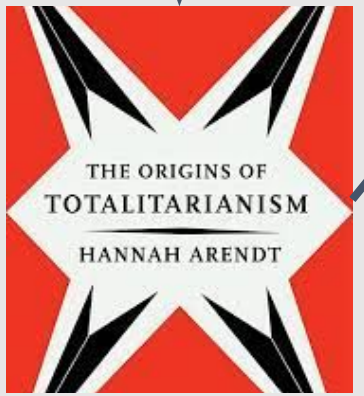


History-Geography Programme T° (5 heures)

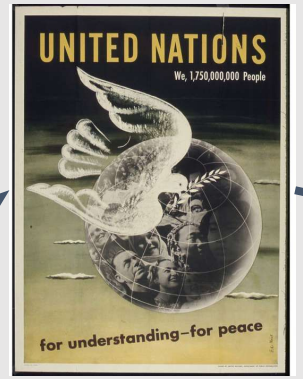
History / *Histoire (3 heures)*

Ms Lister













Us, in 2026



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THE ENGLISH DEPARTMENT

Welcome to Lycée English

Sally Naylor, Head of English









Everything we do in Seconde is to prepare students for the BFI.

Foundations before the **two year programme.**

Tout ce que nous faisons en Seconde prépare les élèves au BFI: Les fondations avant le cycle de deux ans.

The shape of the BFI exam

4 Hours Epreuve Ecrite

15 min Oral

Shakespeare

Two 'set texts'

(2028: Twelfth Night, A Raisin in the Sun, Ted Hughes)

Dystopian Writing:

6 poems

Paul Lynch: *Prophet Song*

Octavia Butler: *The Parable of the Sower*

2nde: Développer les compétences

Note taking, annotation; in-depth understanding of narrative, poetic and dramatic techniques

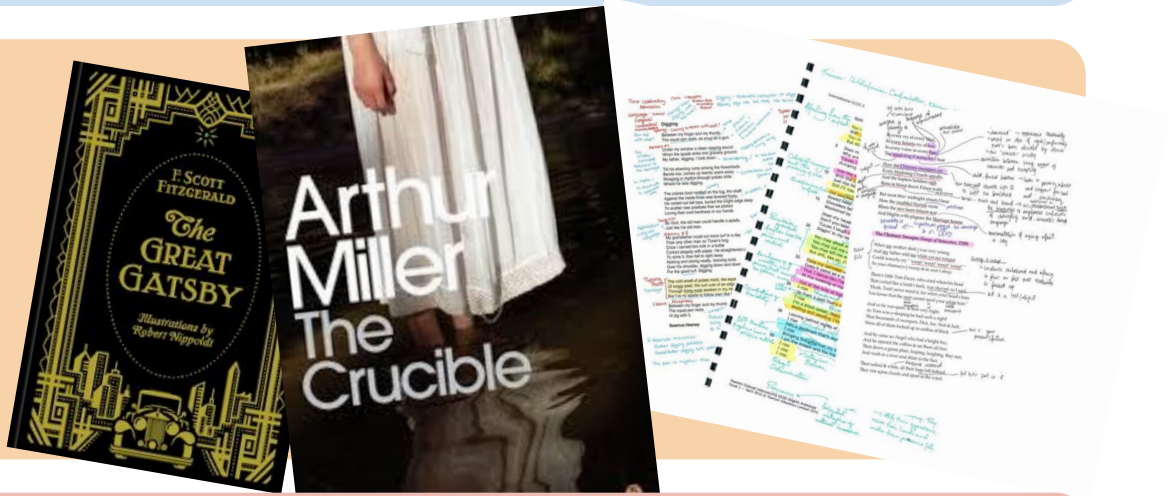
Prise de notes, annotation; compréhension approfondie des techniques narratives, poétiques et dramatiques

The Great Gatsby, F Scott Fitzgerald

The Crucible, Arthur Miller

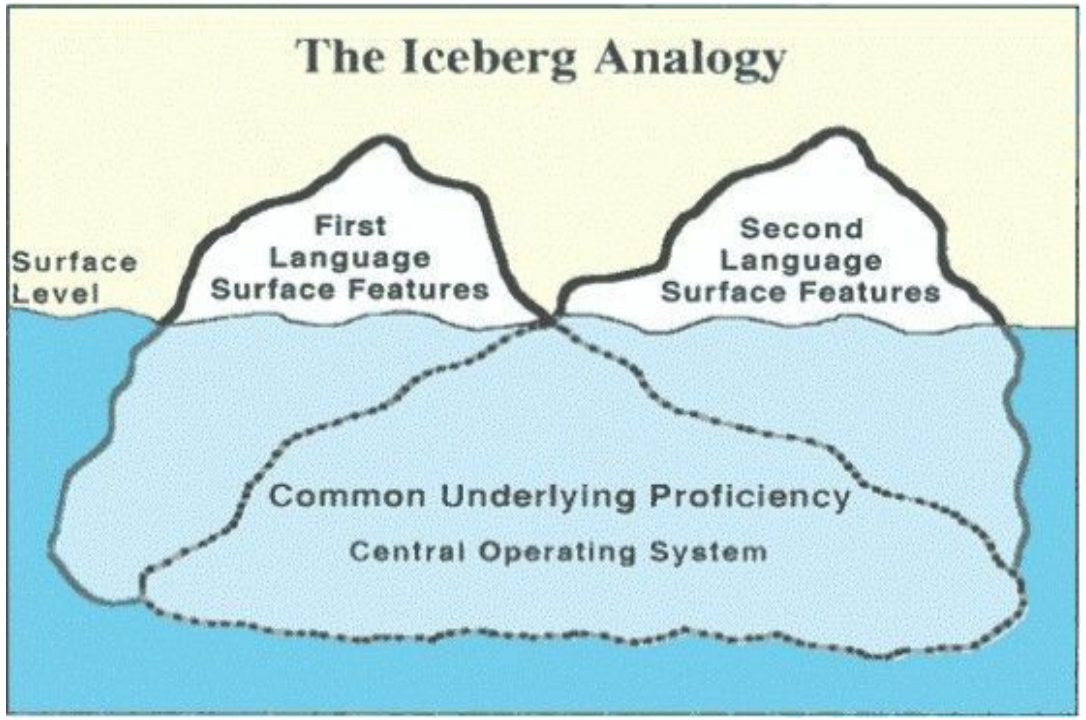
Shakespeare in performance

Study of poetry: thematic (e.g. love); in depth study of a poet (e.g. Plath)



Read daily, as a household habit.
Consistency over years wins.
Lisez chaque jour, en famille. C'est la régularité qui compte.

E31



The bilingual iceberg theory shows that while your child speaks two separate languages **on the surface**, both are powered by **the same brain engine underwater**, meaning that reading, thinking, and learning skills built in one language automatically strengthen the other.

La théorie de l'iceberg bilingue démontre que même si votre enfant parle deux langues distinctes ***en surface****, elles sont propulsées par* ***un même moteur intellectuel sous l'eau*** *; ainsi, les compétences de lecture et de réflexion acquises dans une langue renforcent automatiquement l'autre.*

Cummins, Jim. "The Entry and Exit Fallacy in Bilingual Education." *Journal of Language and Linguistic Theory*, 1980

Two education traditions …. Deux traditions éducatives

In the French system, students are often expected to learn the course content and apply a set method. The BFI follows the British tradition. Students are expected to develop **their own interpretation of a text** and support it with evidence. **There is no single correct answer**. Different answers can all score highly if they are well argued. Knowing the texts is essential, but the grade depends on **how you use them**.

Dans le système français, on attend souvent des élèves qu'ils apprennent le contenu du cours et appliquent une méthode définie. Le BFI s'inscrit dans la tradition britannique : les élèves doivent construire leur propre interprétation d'un texte et l'étayer par des preuves. Il n'existe pas de réponse unique. Des analyses différentes peuvent toutes obtenir d'excellentes notes, dès lors qu'elles sont bien argumentées. Connaître les textes est indispensable, mais la note dépend de la façon dont on les utilise.

Things you would never hear in a British classroom

C’est noté ?

J’ai fait que deux erreurs !

C’est quoi la réponse qu’on attend ?

C’est quoi la fiche méthode ?

Vous pouvez nous donner le corrigé ?

Je recopie au propre ?

Qu’est-ce qui m’a manqué pour avoir 20 ?

Et si on me pose une question que je n’ai pas révisée ?

Il faut apprendre par coeur ?

On a le droit de donner notre avis ?

E31



Connaissance du Monde

Thinking about society

Penser la société

Living in the world

Habiter le monde

Building a common future

Construire un avenir commun

An academic research project

10 minutes presentation, 10 minutes Q + A in Terminale

Critical thinking and intellectual maturity.

Esprit critique et maturité intellectuelle.

Academic vs journalistic sources.

Sources universitaires vs journalistiques.

In-depth knowledge of a social science topic.

Connaissances approfondies en sciences sociales.

E31

The Duke of Edinburgh's International Award
Bronze Level

Our offer to current 2nde students in English 31

THE AWARD FRAMEWORK

THREE LEVELS

BRONZE
Aged 14+, 6 months min

SILVER
Aged 15+, 12 months min

GOLD
Aged 16+, 18 months min

FOUR SECTIONS (FIVE AT GOLD LEVEL)

SKILLS
Develop transferrable skills

PHYSICAL RECREATION
Get active

VOLUNTARY SERVICE
Give back to communities

ADVENTUROUS JOURNEY
Experience adventure and learn to lead

GOLD RESIDENTIAL PROJECT
Broaden horizons, meeting others in a new environment (Gold level only)



Regular commitment



Fortnightly 'check-ins' at school

Setting up activities and SMART target setting

Monitoring of the Online Record Book

Team building and skills training

Weekly <u>commitment</u>

One hour sport, one hour skill, one hour voluntary service **<u>(completed in your own time)</u>**

Adventurous Journeys and training in 2027

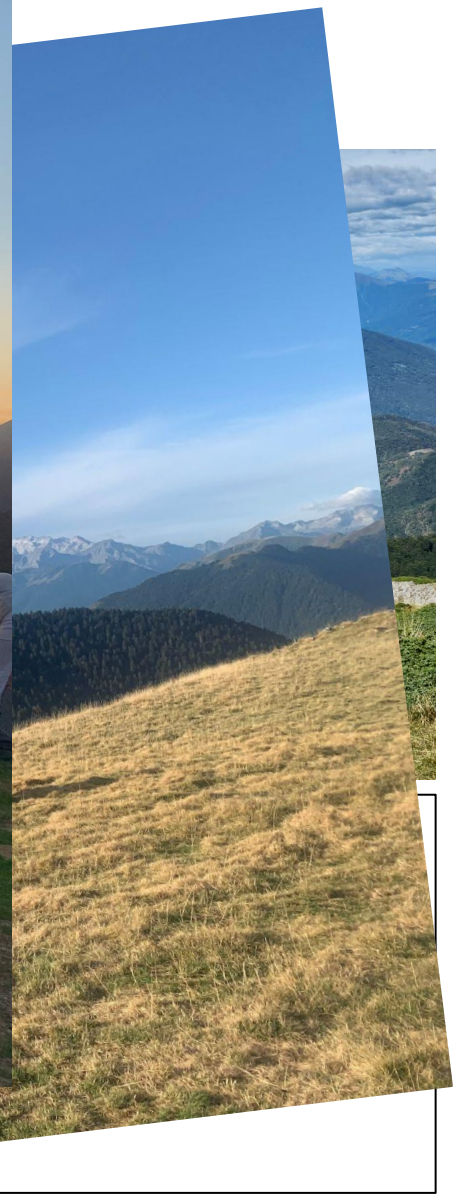
Saturday 1 May and Monday 17 May (both public holidays).

28 June – 3 July (the final week of the school year).

24–28 August (the week before the start of the new school year).











Any questions?



QUESTIONS?

