

BAC FRANÇAIS INTERNATIONAL ***(BFI)***

MINISTÈRE
DE L'ÉDUCATION
NATIONALE

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- Jenni Reid (Committee member - Teaching & Learning)

In/au Collège-Lycée Victor Hugo



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

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

Jenni Reid

English 31 committee member - Teaching & Learning.

Membre du Conseil d'administration d'English 31-
Apprentissage et enseignement.

AGM on THURSDAY 28/11

Should you be interested in joining English 31's committee

Please be in touch with our President Penny Dickinson @

president@english31.org

Tonight - ce soir

- Curriculum overview – International Section pathway in collège
 - Language & Literature curriculum
 - History & Geography curriculum
 - Extra-curricular activities - trip
 - Q&A
- Vision global du programme – Le parcours Section Internationale au collège
 - Programme pédagogique Langue et littérature anglaises
 - Programme pédagogique Histoire-Géo
 - Activités périscolaires- voyage
 - Q&A

IS students make up just under 50% of the college cohort (42/90 students in total)

Les élèves de la SI représentent un peu moins de 50% du nombre d'élèves au collège (90 élèves au total)

	ENGLISH LANGUAGE & LITERATURE (weekly)	HISTORY AND GEOGRAPHY (weekly)	LANGUE & LITTÉRATURE ANGLAISE (chaque semaine)	HISTOIRE-GEO (chaque semaine)
6ème	4 HOURS	2 HOURS out of 5	4 HEURES	2 HEURES sur 5
5ème <small>+ <u>Projet artistique (1h)</u></small>	4 HOURS	2 HOURS out of 5	4 HEURES	2 HEURES sur 5
4ème	4 HOURS	2 HOURS out of 5	4 HEURES	2 HEURES sur 5
3ème	4 HOURS	2 HOURS out of 6	4 HEURES	2 HEURES sur 6

PEDAGOGY - PEDAGOGIE

- Native-fluent speakers deliver our lessons
- Class sizes:
 - A. Up to 21 students per class in college
 - A. Up to 25 students per class in lycée
- Differentiated teaching
- British approach to teaching – focus on every child.
- A team made of dedicated teachers

- Professeurs natifs ou binationaux
- Effectif par classe:
 - A. 21 élèves maximum au collège
 - B. 25 élèves maximum au lycée
- Pédagogie différenciée
- Pédagogie britannique se focalisant sur les besoins de chaque élève.
- Une équipe pédagogique disponible

The path of a college student

Le parcours d'un collégien

CLASS	GROUPS		
6EME	GROUP 1 (mixed)	GROUP 2 (mixed)	
5EME	GROUP 1 (mixed)	GROUP 2 (mixed)	
4EME	GROUP 1 (mixed)	GROUP 2 (mixed)	
3EME	GROUP 1 (mixed)	GROUP 2 (mixed)	
2NDE	GROUP 1/2/3 (mixed)	GROUP 1/2/3 (mixed)	
1ERE	GROUP 1/2/3 (mixed)	GROUP 1/2/3 (mixed)	GROUP 1/2/3 (mixed)
TERMINALE	GROUP 1/2/3 (mixed)	GROUP 1/2/3 (mixed)	GROUP 1/2/3 (mixed)

International Section Yearly review - Bilan annuel en Section Internationale

From 6ème to 3ème

- No automatic move to class above
- Yearly review (conseil de classe)

From 3ème into 2nde and from 2nde into 1ère (*proposal*)

- No automatic move to class above
- LL + HG internal assessment coursework results
- Final decision at conseil de classe

De la 6ème à la 3ème

- Pas de passage automatique
- Bilan de fin d'année au conseil de classe.

De la 3ème à la 2nde et de 2nde en 1ère (*proposition*)

- Pas de passage automatique
- Evaluations de LL et HG en contrôle continu
- Décision finale conseil de classe

NGRT tests

2 marks awarded per core subject taught and assessed in French:

- 1 for coursework & 1 for the final examination.
- 800 points max.

Subjects assessed in French:

- French : 100 points (CC) + 100 points for exam
- Maths : 100 points CC + 100 points
- HG and EMC : 50 points (CC) + 50
- Science: 50 points (CC) + 50
- Personal project oral: 100 points (CC) + 50

Maximum points CC+exams: **800**

International Section exams in English: 100 points

- HG oral : out of 50
- L&L oral : out of 50

Maximum mark for the DNBi : **900**

- La mention « assez bien » 540/900
 - La mention « bien » 630/900
 - La mention « très bien » 720/900.
-
- Mention Option Internationale si l'élève a obtenu **au moins 25/50** dans chacune des matières (LL & HG).

June 2023 DNB(i) results

8- Bilan année scolaire 2023-2024:

Résultats aux examens session juin 2024

Résultats DNB série générale:

89,15 % de réussite soit 74 admis sur 83 candidats

Session	Mention TB	Mentions B	Mentions AB	Sans Mention
Rappel 2022	30	15	11	10
Rappel 2023	42	18	7	8
2024	43	25	6	9

2024 BFI EXAMS

(1st ever BFI exams)

HEADLINES

- 59 students
- 100% pass
- No rattrapage
- **5** félicitations du Jury
- 1.8% of BG candidates get a FDJ
- 392.145 candidats au bac général (7058 FDJ)
- 2000 BFI British Option

TB	24	41%
B	19	32%
AB	9	15%
PASS	7	12%

- AVERAGE MARKS obtained across the 3 BFI subjects:

- HG: 14.9 / 20 (13.5%)

- LL: 14.7 / 20 (13.5%)

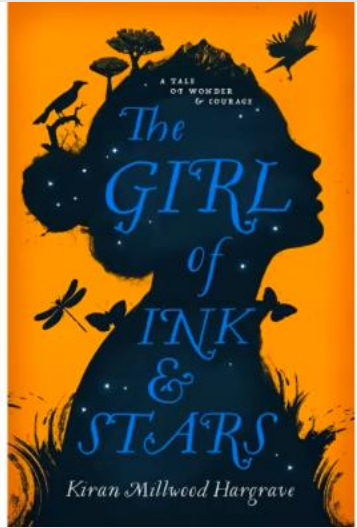
- **CDM : 17.3 / 20 (13.5%)**

Overall coefficient: 40.5%

Remember:

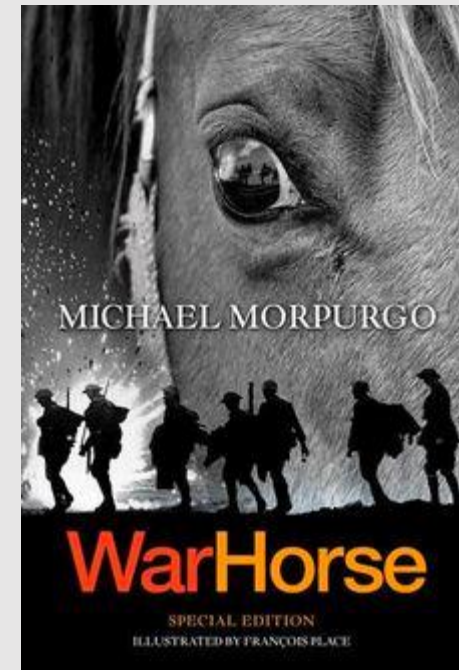
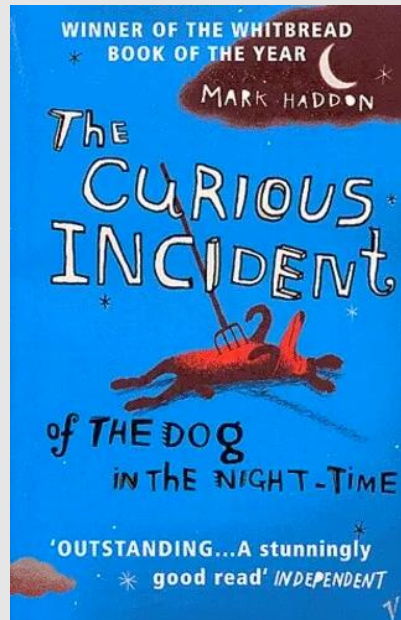
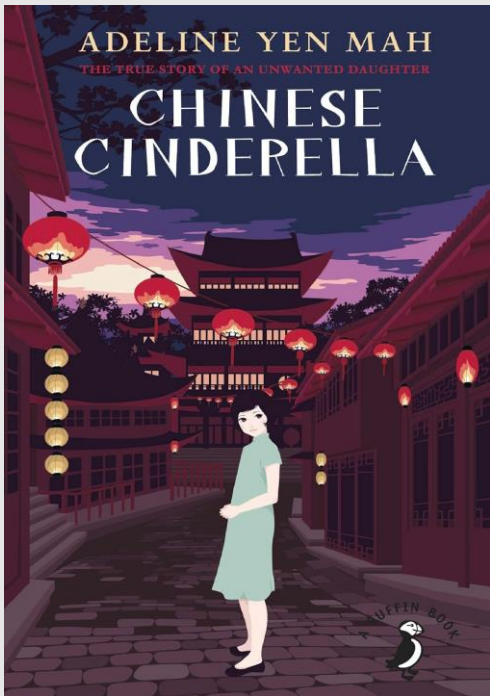
You also get an automatic 20/20 in Eng LVA on your bulletin + IS student mention on dossier scolaire.

QUESTIONS?



THE ENGLISH DEPARTMENT

Mrs Naylor



English collège curriculum - Le programme d'anglais au collège

	T1 (> Noël)	T2 (> Printemps)	T3 (> Eté)	All year / toute l'année
6ème	Introduction to narrative + three short stories in depth	<i>The Girl of Ink and Stars</i> , Kiran Millwood-Hargrave: class reader + how to study a whole novel	Shakespeare: Introduction to Shakespeare's plays Introduction to poetry: creating anthologies; haikus and limericks	Regular library lessons / temps de lecture à la bibliothèque Spelling tests/ dictée
	Introduction à la narration et trois nouvelles en profondeur	Comment étudier un roman entier	Introduction à la langue de Shakespeare Introduction à la poésie: création d'anthologies ; haïkus et limericks	
Professeur	Elizabeth Jones			

We tweak and change our curriculum every year.

English collège curriculum - Le programme d'anglais au collège

5ème

War Horse, playscript adapted from Morpurgo's novel

Animal Farm, George Orwell

History of the English language

Beowulf

A Midsummer Night's Dream, Shakespeare - study of the text in its entirety. Focus more on themes and performance.

Wider **reading** projects: presenting and persuading; personal creative responses to reading.

4ème

Curious Incident of the Dog in the Night-time, Mark Haddon

Anthology of fiction, non-fiction and poetry celebrating **diversity**.

Writing to persuade and argue; research unit on environmental issue; presentation skills.

Poetry of **Ted Hughes**: developing analytical and essay writing skills linked to in-depth study of one poet.

Kindertransport, play by Diane Samuels

3ème

Journey's End, play by RC Sherriff and literature of WWI (linked to the history programme)

Macbeth, Shakespeare: original play in its entirety

Brevet themes through poetry, fiction and non-fiction texts:

- Journeys
- Refuge
- Identity
- Vision

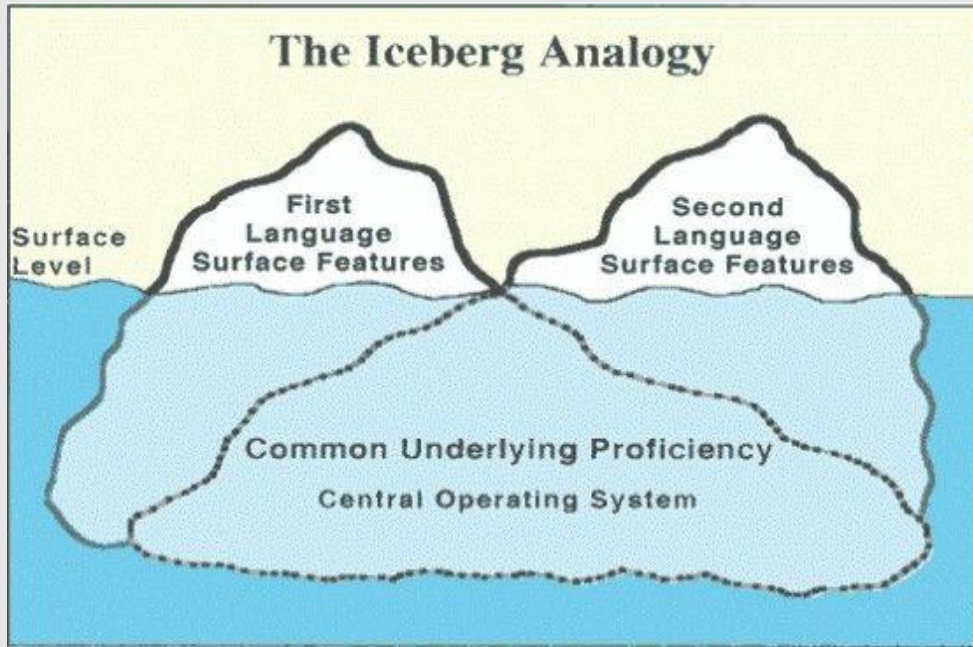
Travel writing: narrative and descriptive writing; individual and group presentation skills.

Core assessments / Evaluations de base

6^{ème}: developing key skills

Key focus/ Key attainment	Very good		Satisfactory		Fragile
	20	17	14	11	8
Reading Lire 1. <i>Compréhension d'un texte</i> 2. <i>Capacité d'analyse</i>	You understand almost everything that you read and can find clues in the text to help understand implicit meaning. You can select short quotations from the text to support your ideas.	You understand almost everything you read and can spot details. You may need support to spot implicit meanings in a text. You can select quotations from the text to support your ideas.	You understand details in what you read and are starting to be able to spot clues and hints in a text. You can select details from the text to support your ideas.	You understand most texts with some support from a peer or teacher. You can find some evidence from a text to support ideas, but might need some support with close reading.	You find it quite hard to understand most texts without a lot of support and explanation. You are not yet able to select details from the text.
Writing Ecrire 1. <i>Organisation et présentation du travail écrit</i> 2. <i>Capacité à développer des réponses écrites détaillées et argumentées.</i>	Your writing shows engagement with the task or question and you take a sophisticated approach. You use structure, vocabulary, language and style thoughtfully and successfully.	Your writing shows your interest in the task or question. You use structure, vocabulary and language thoughtfully for their effects on the reader.	You follow the instructions in the task or question carefully. You are able to make some successful choices about structure, vocabulary and language for their effects on the reader.	You follow the instructions but don't develop ideas in enough detail. Your response is a little superficial. Your writing is paragraphed, even if you lose the thread of the narrative or argument.	You do not follow the instructions and/ or only offer a very limited response to the task or question. You have no clear structure to your writing.
Speaking and Listening Ecouter et s'exprimer à l'oral 1. <i>Organisation du travail oral</i> 2. <i>Expression et précision dans le travail oral</i>	You are articulate and can explain your ideas fluently and without relying on notes. You show evidence of active listening and take a leading role in group work.	You speak clearly and can explain yourself fluently. You may need brief prompts to help you organise yourself when talking. You listen and take a key role in group tasks.	You can express yourself clearly, although you may need some support to organise your ideas when talking. You are engaged and involved in group tasks.	You can express yourself if you have prepared in advance. You take part in group tasks, but tend to rely on others' contributions.	You find it hard to talk in front of the class without reading from a script. You do not participate in group tasks.
Use of English Compétences Linguistiques 1. <i>Clarté et précision de l'expression écrite et orale.</i> 2. <i>Maîtrise de l'orthographe, de la ponctuation et de la grammaire.</i>	Your use of English is almost flawless with only rare examples of false friends or awkward <u>expression</u> . Grammar helps you to express yourself with fluency. Spelling is accurate and punctuation is wide-ranging and accurate.	Your use of English contains only occasional examples of false friends or awkward expression and grammar is very accurate. Spelling of common words is accurate and punctuation is accurate.	Your use of English contains some examples of false friends and some awkward <u>expression</u> ; however, this does not prevent you <u>communicating</u> your ideas. Spelling and punctuation are secure.	Your use of English contains a lot of literal translation from French. It can be difficult to understand your English because of awkward expressions. Punctuation is not secure and there is misspelling of common words.	Your use of English is difficult to understand. There are frequent errors even with fairly basic grammatical items. Basic punctuation is not secure. Frequent misspelling of basic words.

How to help your child succeed in English / Comment aider votre enfant réussir en anglais



Speak regularly with your children about interesting topics in the language in which you are the strongest: talk to them about things that you have read / heard / seen.

Parlez régulièrement avec vos enfants de thèmes intéressants dans la langue que vous maîtrisez le mieux: parlez-leur de choses que vous avez lues / entendues / vues.

Model reading yourself: show an interest in the books that they are reading. Read them for yourselves in either language.

Montrez un intérêt pour les livres qu'ils lisent. Lisez-les vous mêmes en anglais ou en français.

Encourage a regular, daily reading routine as part of your household routine. Consistency over time (think years) is the key to strong progress.

Encouragez une routine de lecture quotidienne et régulière dans le cadre de votre routine domestique. Une lecture régulière sur plusieurs années aura un impact sur le long terme.

Help your child get organised. They are likely to still need help packing their bags and keeping an eye on their organisation. **This is especially the case with library books.**

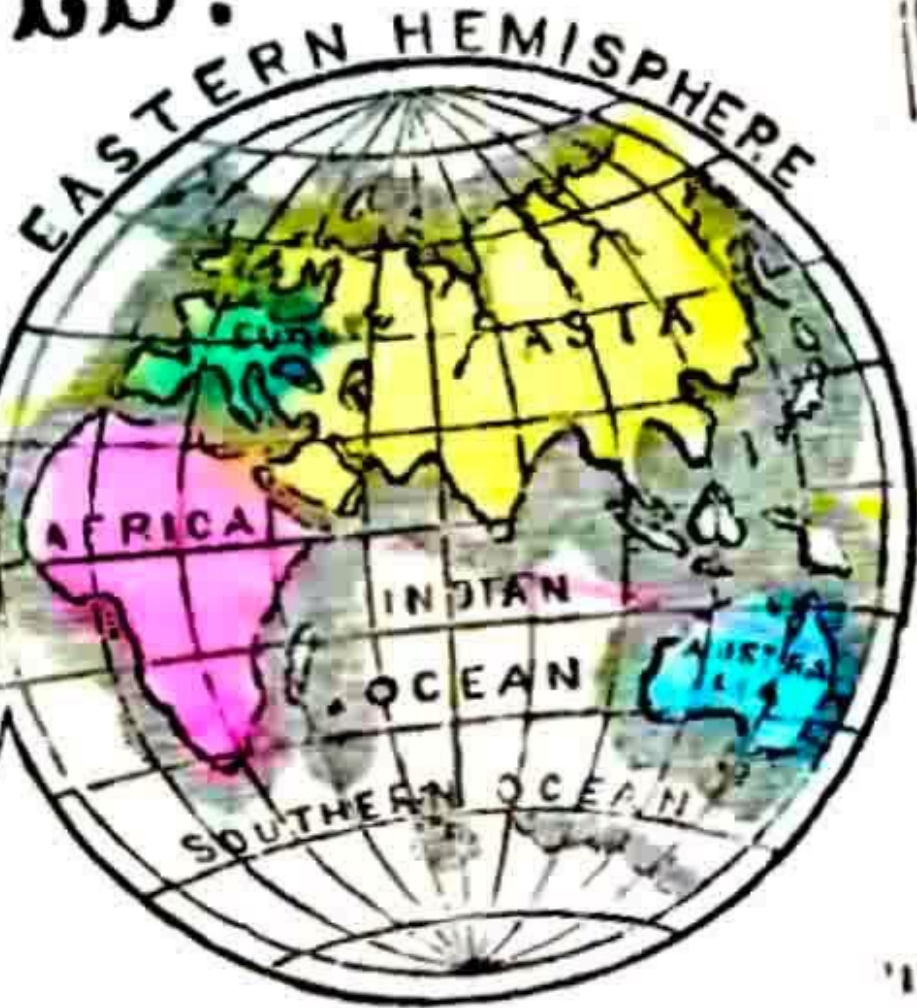
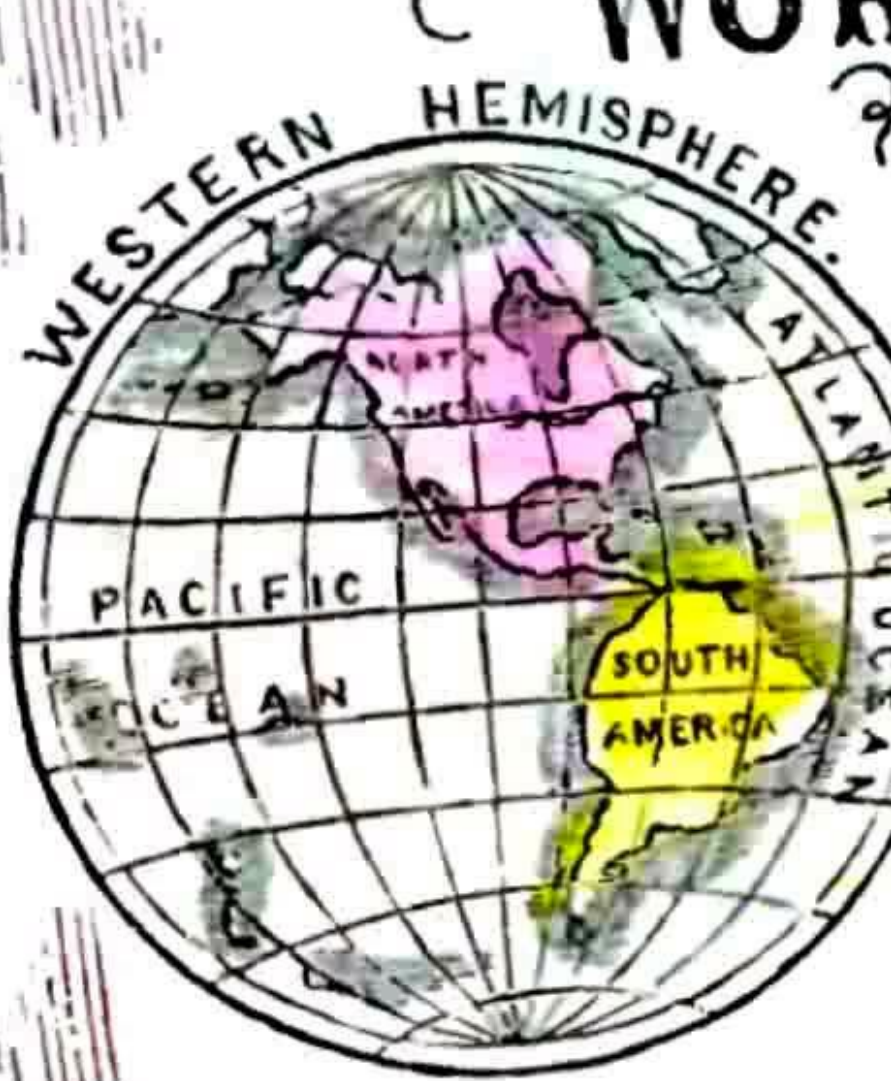
Aidez votre enfant à s'organiser. Ils ont encore besoin d'aide pour faire leurs cartables et n'oubliez pas les livres de bibliothèque.

Talk about your family's language profile and discuss what works and what doesn't (yet) with your child. Remember: there is no 'one size fits all' for bilingual families. Try to find out what works for your child and be proud of them for their unique educational journey.

Parlez du profil linguistique de votre famille et discutez de ce qui fonctionne et de ce qui ne fonctionne pas (encore) avec votre enfant. Il n'existe pas de solution unique pour les familles bilingues. Essayez de trouver ce qui fonctionne pour votre enfant et soyez fier de son parcours éducatif unique.

'Habits are more caught than taught'

MAP OF THE WORLD.

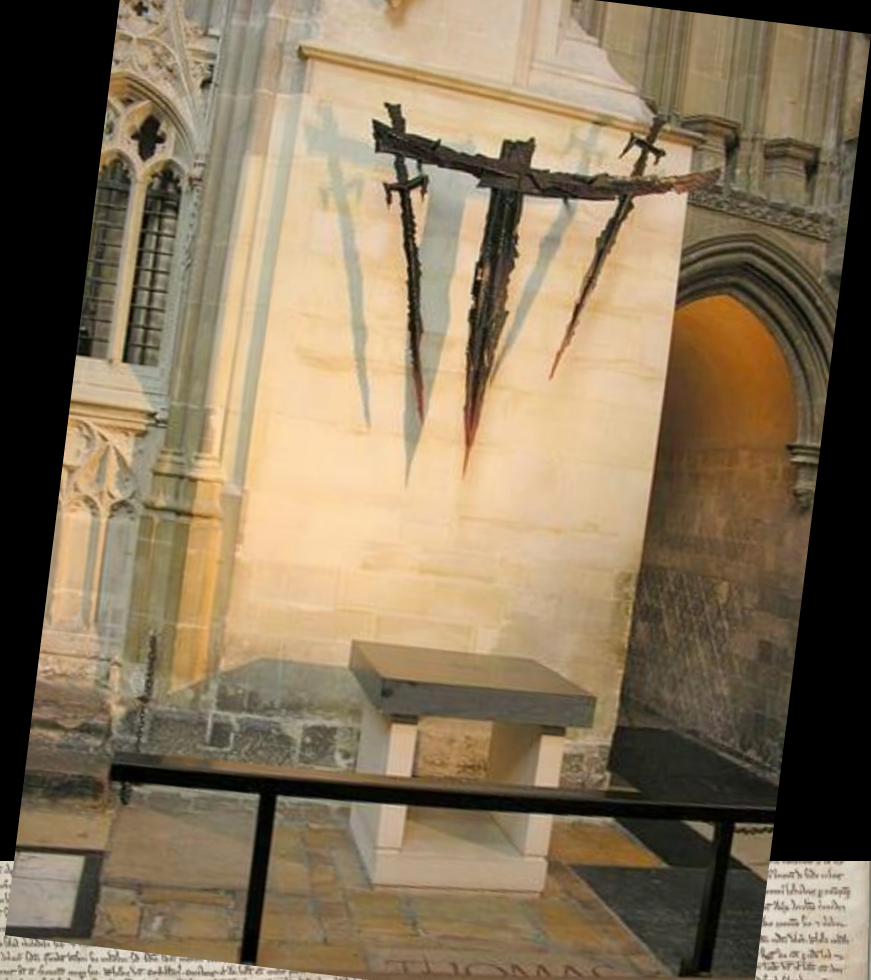


6ème History-Geography

Teacher: Mme Laure Seilhan

- Aims for this year:
 - ✓ Introduce key history and geography key terms
 - ✓ Introduce the first skills needed to write an essay
 - ✓ Understand and use historical and geographical documents
- Objectifs pour cette année:
 - ✓ Introduire les termes clés en histoire et en géographie
 - ✓ Introduire les bases de la dissertation
 - ✓ Comprendre et utiliser des documents historiques et géographiques

Test for parents



6^{ème}: Battles, murder and disease.

British medieval History and European
Geography

Histoire de Grande Bretagne médiéval et
géographie de l'Europe

S1

What is History?

C'est quoi, « l'histoire »?

The Battle of Hastings

La bataille de Hastings

**Life in the Middle Ages
and medieval castles**

*La vie au moyen âge et
les châteaux forts*

S1/2

Geo:

Map skills

Compétences

cartographiques

**- King John and the Barons
(Magna Carta)**

- Le roi John et les barons

S2

**The Black Death and the
Peasants Revolt**

*La peste noire et la
Révolution Paysanne*

**Islamic Civilisations and
the Crusades**

*La civilisation islamic et les
croisades*

6^{ème}: How they will be assessed.



S1

Causation Essay:

Why did William win the Battle of Hastings?

Pourquoi William a-t-il gagné la bataille de Hastings?

Creative Writing:

A Peasants Diary

S1/2

Geography Map Skills

Introduction to map skills and symbols

Introduction au croquis et aux symboles cartographiques

Causation Essay:

Why did the Barons rebel against King John?

Pourquoi les barons se sont ils rebellé contre le roi John?

S2

Significance Debate:

What was more significant: The Black Death or the Peasants' Revolt?

Quelle est la plus significative: la peste noire ou la révolte des paysans? (debat)

Speech:

Was Richard or Saladin the better leader? (speech)

Qui était la meilleur leader: Richard ou Saladin? (discours)

Core assessments / Evaluations de base

6° HG Key Skills

Compétences par élément being assessed	Very Good 4 (16+)	Satisfactory 3 (12-15)		Fragile 2 (8-11)
Knowledge and understanding <i>Connaissance et compréhension</i> 1. Compréhension du sujet 2. Utilisation des connaissances	You use extensive, detailed and well- directed knowledge in your work at all times. Very good level of understanding of the topic we have studied.	You use good, detailed knowledge effectively throughout most of your work. You show a good level of understanding of the topic we have studied.	You have a basic and accurate level of knowledge in your work. You show a basic level of understanding of the topic we have studied	You have found it hard to use knowledge about the topic in your work. It may also have been inaccurate. You have found this topic challenging and have found it hard to understand.
Analysis and evaluation <i>Analyse et évaluation.</i> 1.Capacité d'analyse le sujet 2. Capacité à former des jugements 3. Capacité à analyser des documents	You have a high ability to analyse and evaluate throughout work. You have provided valid and supported judgements in your work. You have shown a high ability to interpret documents	You have a good ability to analyse and evaluate throughout most of your work. You have attempted to provide some valid judgements and some have been supported by evidence. You have shown a good ability to interpret documents	You have tried to show some analysis or evaluation in your work You have offered a judgement but it has not been fully explained. You have been able to interpret some aspects of the document.	You have not been able to show analysis or evaluation on the topic and you have not given an answer to the question. You've found the document(s) very difficult to interpret.
Written work <i>Ecrire</i> 1. Organisation du travail écrit 2. Expression et précision dans le travail écrit	You have organised and structured your work very effectively. Your use of subject terms is very precise. Your expression is consistently accurate.	You have mostly structured your work effectively. Your use of subject terms is accurate. Your expression is largely accurate.	You have had some difficulty in structuring your work. You have shown some inaccuracy in subject terms. Your expression has some errors.	Some difficulty in devising and structuring work Some inaccuracy and irrelevance in use of terms Weak expression and inaccuracy
Oral Work <i>Ecouter et s'exprimer a l'orale</i> 1.Organisation du travail oral 2. Expression et précision dans le travail oral	You have organised and structured your work very effectively. Your use of subject terms is very precise. Your expression is consistently accurate.	You have mostly structured your work effectively. Your use of subject terms is accurate. Your expression is largely accurate.	You have had some difficulty in structuring your work. You have shown some inaccuracy in subject terms. Your expression has some errors.	Some difficulty in devising and structuring work Some inaccuracy and irrelevance in use of terms Weak expression and inaccuracy

6eme: Assessments

Students will be assessed on:

1. their knowledge and understanding of a subject
2. their ability to organise their ideas

• Les élèves seront évalués sur:

1. Leurs connaissances et compréhension d'un sujet
2. Leur capacité à organiser leurs idées.

How to help your child succeed in History-Geography / Comment aider votre enfant réussir en histoire-géographie

Reading! Listening! Watching!

Historical fiction is a fantastic genre to introduce your children to or foster an interest in a specific period or event.

Let them “touch” history or geography!

We live in an amazing part of France and have some fantastic places to experience or imagine life in a different time. Geography is everywhere!

Talking!

Encourage them to speak at home about what they are studying and discover *why* they like it.

Organisation!

They are 6° now but everything is new. Help them get their bags and books organised for the lessons.

Let's Get Excited



Extra-curricular activities/opportunities offered by English 31 in collège

1. English 31 library
2. 5ème performing art project
3. Drama club (5ème-3ème)
4. Debating Society (4ème, 3ème + lycée)
5. Battlefields trip (3ème)