



MINISTÈRE
DE L'ÉDUCATION
NATIONALE
ET DE LA JEUNESSE

*Liberté
Égalité
Fraternité*



The International French Baccalaureate (Baccalauréat français international – BFI)

JUNE 2022

A new track

From the start of the 2022 academic year, the International Option of the French Baccalaureate is becoming the International French Baccalaureate (BFI, Baccalauréat Français International).

Eleventh grade generalist students who opt for this scheme in 2022 will prepare for this new international option during their final two years of schooling for the purpose of sitting the first IFB examination in 2024. This new track aims at enriching and offering diversity to the courses available to students.



WHY HAVE AN IFB?

→ High profile

The IFB creates added value for the French Baccalaureate, giving it a higher profile and increasing its global reach and appeal.

→ Flexibility

The IFB is a new, flexible, bespoke program designed to meet the expectations of the many diverse students in international education systems, whether they are being educated in France or in the network of French schools abroad. The IFB enables students to discover innovative, multi-cultural learning. Students who wish to do so may take a second non-linguistic discipline (NLD) thus broadening the scope of the learning they are given in their foreign modern language, as all the specializations within the general pathway except for "foreign and regional languages, literature and cultures" (LLCER, langues, littératures et cultures étrangères et régionales) can be chosen.

→ Underlining the role of languages

As part of the Modern Languages Plan targeting multilingualism and global multiculturalism in addition to French, the IFB represents an education of linguistic excellence and multiculturalism that strengthens the role of languages. While fostering the international development of the French language, it also offers educational courses that enable students to acquire several modern languages at a very high level, thereby responding to a consistent demand from families.

→ Widely accepted and recognized by Universities and Colleges

The creation of the IFB has led to a review of the role of specifically international education. It enables greater recognition of the quality of the students' course of study, their commitment and their work, thanks to greater added value that is measured using coefficients and providing visibility in their qualifications.

Bilateral agreements have led to a review with foreign partners of the conditions for IFB recognition by higher education systems and for proposing adjustments, where necessary, to improve it.

THE MAIN PRINCIPLES

→ Continuity

The course of study proposed by the international programs from the first grade to tenth grade has been retained and fully maintains its partnership-style dimension. The IFB, which is based on the overall architecture of the new general baccalaureate, replaces the International Option of the Baccalaureate (OIB) for the final two years (eleventh and twelfth grades). IFB students receive sustained teaching of and in a Modern Language A (MLA) (program language), aiming for a C1-C2 level (Proficient User).

The classes leading to the IFB are also open to all students entering eleventh grade, following submission from the school principal or the head of the school who has previously tested the ability of the children to follow the type of teaching provided in these programs. Binational programs, bilingual systems and the European and Oriental language programs continue to run alongside these.

→ Regional and social openness

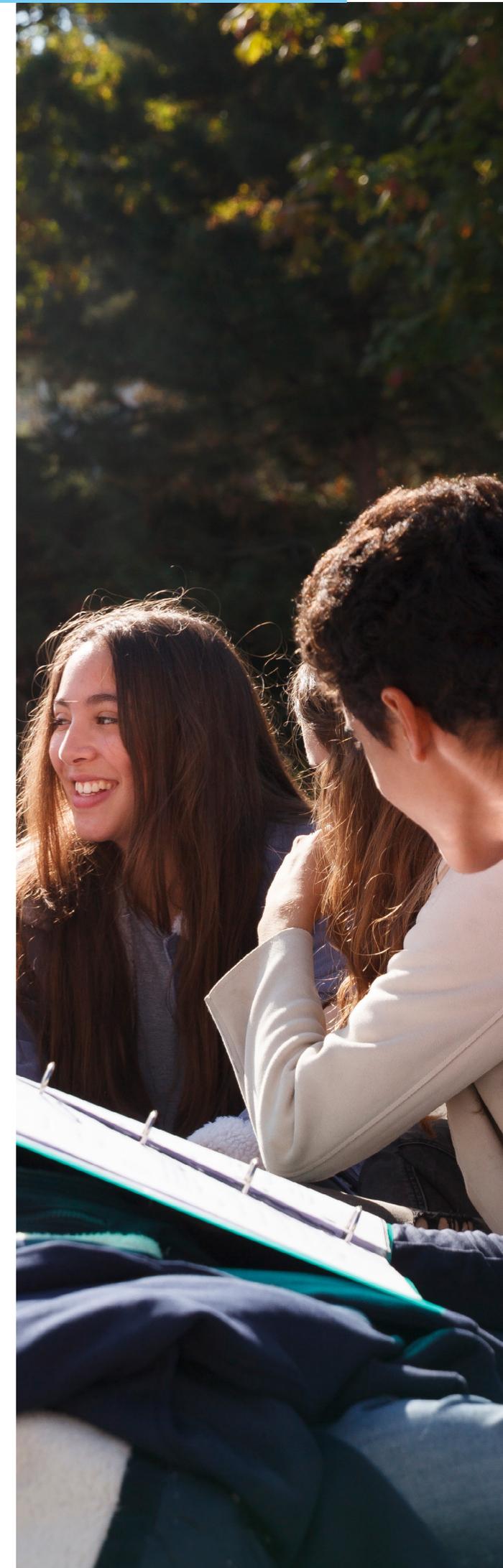
The IFB is available only in the final two years, and is intended to welcome students from international programs upon notification from the Class Council by right, but also all pupils coming from linguistic improvement schemes or where their course of study has led them to acquire one or more languages, following the examination of their application file and an interview. It must be able to be rolled out to more French schools in order to offer this excellence and openness to a higher number of pupils, including those outside major cities. The opening up of these classes to the Euroscol network could be encouraged, for example. In a network where language proficiency is often already shared, IFB classes must be higher in number than the current international programs for the final two years, thanks to the flexible opening procedure.

→ The humanities in French

The main features that contribute to the appeal of "French-style" education are reinforced here: the development of critical thinking, humanist values and a methodical approach, etc. The IFB enhances this aspect by the specific teaching of "Contemporary studies" in the MLA (program language) that meets these objectives (see box).

→ Flexibility of the courses chosen

IFB students can move toward a bilingual, trilingual or four-language course of study depending on what is on offer in the school, and the choices they make. Regardless of the course chosen, Modern Language A remains the program language. In addition to the core timetable, a new specific course of "Contemporary Studies" is taught in the MLA for two hours a week.



SOME ADDITIONAL INFORMATION:

The specific teaching of a compulsory non-linguistic discipline (NLD) in history, geography or science education in the MLA (program language) has been retained.

A course entitled "Deeper Cultural and Linguistic Knowledge" is given for two hours per week, and is introduced either in the MLA (program language) or MLB, depending on preference. When it is within the MLA, it involves specific teaching of 4.5 hrs in 11th grade and 4 hrs in 12th grade, and relates to a dedicated language program enabling students to gain a deeper knowledge in their language level (from C1 to C2) and the literary culture of their program language (MLA).

Where the school is able to offer it, this deeper cultural and linguistic knowledge may be backed up by the MLB under the same arrangements.

Finally, if the IFB students wish to, and depending on what the school has on offer, they may take optional non-language discipline (NLD) lessons in their MLA (program language), MLB or MLC backed up by one of their specialist study courses*.

Furthermore, students may take optional lessons in their MLC** (or in the language of the host country for French educational institutions abroad).

FOCUS ON THE "CONTEMPORARY STUDIES" COURSE

It is based on learning dealing with the history of ideas and geopolitical issues, knowledge of the challenges of the contemporary world, the culture and civilization of the countries of the languages studied, as well as on a project with an international partner to be completed by the student.

3 major thematic portals covering major contemporary issues and burning questions in the world: Thinking about life together, Being an inhabitant of the world, Building the future with each partner according to the cultural perspective of the program language.

It combines:

- a traditional education designed to convey to the students some cultural and linguistic content and a vision of major contemporary issues by intellectuals from the countries of the program language;
- a project approach involving twelfth grade students in specific collective action in an international partnership and linked to the course in the program language.



Bilingual education

French + Modern Language A (program language) + Modern Language B

All IFB-specific teaching (deeper cultural and linguistic knowledge, Contemporary studies, the compulsory non-linguistic discipline and optional non-linguistic discipline backed up by a specialist study course*) is followed/taught in their MLA (program language)

Trilingual education

(the role of the MLB is enhanced)

French + Modern Language A (program language) + Modern Language B

The compulsory non-linguistic discipline and the Contemporary studies course are given in the language of the program

The deeper cultural and linguistic teaching is done in MLB
The optional NLD backed up by a specialist study course can be taken based on what is on offer and MLA or MLB may be chosen



Four-language education

(the roles of the MLB and MLC are reinforced)

French + Modern Language A (program language) + Modern Language B + Modern Language C

The compulsory non-linguistic discipline and the Contemporary studies course are given in the language of the program

The deeper cultural and linguistic knowledge course is taken in MLB

Optional MLC** course has just been added to the optional non-linguistic discipline backed up by specialist* study course, and can be taken on the basis of what is on offer and MLB or MLC may be chosen

Overall structure

INTERNATIONAL FRENCH BACCALAUREATE COURSES PREPARE FOR THE GENERAL BACCALAUREATE, INTERNATIONAL FRENCH BACCALAUREATE HONOURS

LANGUAGE LESSONS (COMPULSORY)*:**

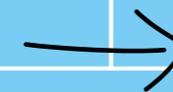
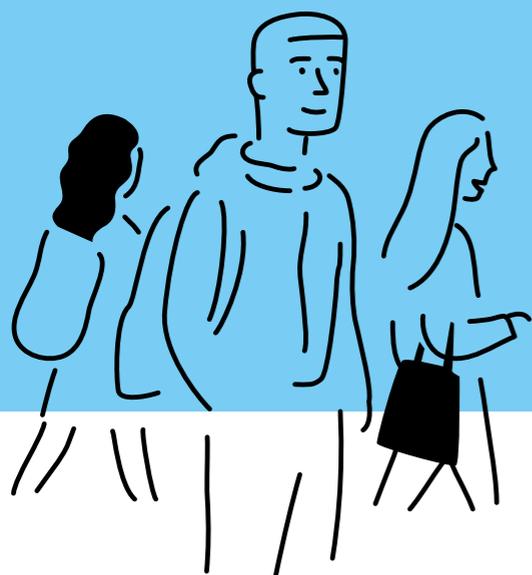
- Shared learning of Modern Language A + Modern Language B (4.5 hours in eleventh grade and 4 hours in twelfth grade)
- Deeper Cultural and Linguistic Knowledge (2 hours in addition to the MLA or MLB timetable, depending on the course of study chosen)
- Contemporary studies course (2 hours in MLA, the program language)

NON-LINGUISTIC DISCIPLINES:

- 1 compulsory non-linguistic discipline out of history/geography (half the teaching time - 4 hours - taught in MLA) or science education (90 mins in addition to shared learning taught in MLA)
- 1 optional non-linguistic discipline backed up by a specialist study course* (2 hrs in MLA, MLB or MLC** depending on what is available and the course chosen)

BACCALAUREATE ASSESSMENT:

- assessment of the learning of deepening cultural and linguistic knowledge is substituted for assessment of the MLA or MLB, depending on the language in which it was taken
- the assessment of the Contemporary studies course is done in addition to other assessment and coefficients
- the specific assessment of the compulsory non-linguistic discipline replaces the assessment of the relevant discipline
- the specific assessment of the optional non-linguistic discipline based on a specialist study course* is in addition to the assessment of the relevant specialist study course



Examples of students' study courses

1 BILINGUAL STUDY COURSE

Sophie is in IFB in the eleventh grade. Her compulsory non-linguistic discipline (NLD 1) is science.

As part of her IFB options, Sophie has chosen the bilingual study course in accordance with the agreements with the program partner and the offering her school proposes. So, she is provided with 3.5 hours of science education per week, 1.5 hrs of which are in modern language A (program language). She is also given 4.5 hrs lessons of Deeper Cultural and Linguistic Knowledge per week in modern language A (MLA) and Contemporary studies course for 2 hrs per week, which are also given in MLA.

Sophie has not chosen to take an optional NLD 2. Therefore she receives a total of 8 hours of teaching about and in the program language (MLA). She is also given 2 hours of modern language B (MLB). Sophie's total weekly overall timetable is 33.5 hrs, of which 10 hrs are in modern languages (LVA+LVB).

2 TRILINGUAL STUDY COURSE

Damien has enrolled on the first IFB, and his NLD 1 is history/geography. As part of his IFB options, Damien has chosen the trilingual study course in accordance with agreements with the program partner and with what his school is offering. He receives 2.5 hours of Modern Language A (MLA) lessons and 4 hrs of history/geography, including 2 hrs of MLA NLD. He also attends 2 hrs of MLA Contemporary studies lessons. This brings Damien up to 6.5 hrs of lessons provided in the program language (MLA).

Damien gets 4 hrs of lessons in MLB by choosing to add in Deeper Cultural and Linguistic Knowledge to it. Thanks to the offering the school has made available, he also attends 2 hrs of optional NLD 2 backed up by one of the specialist** study courses that he chose in MLB, specifically the math specialization. Therefore he receives a total of 6 hours of teaching about and in MLB. Hence, Damien's total weekly overall timetable is 33 hrs, of which 12.5 hrs is in modern languages (MLA+MLB).

3 FOUR-LANGUAGE STUDY COURSE

Robin is in the twelfth grade of the IFB. His non-linguistic discipline 1 (compulsory) is history/geography. As part of his IFB options, Robin has chosen the four-language study course, in accordance with agreements with the program partner and the courses his school is offering. He gets 4 hrs of teaching in history/geography, 2 hrs of which is in modern language A (MLA), 2 hrs of Contemporary studies in MLA and 2 hrs of lessons for his modern language A (MLA). This means that his total timetable for modern language A (program language) is 6 hrs. He also attends 2 hours of modern language B (MLB) lessons, and 2 hours of Deeper Cultural and Linguistic Knowledge in MLB. This means that his total timetable for his MLB is 4 hrs. In his school, it is possible for him to take a specialist history/geography/geopolitics and political science study course lasting 6 hrs, 2 hrs of which are delivered in modern language C (MLC) as the optional non-linguistic discipline.

Finally, Robin gets 3 hrs of modern language C**. This means that his total timetable for his MLC is 5 hrs. Therefore Robin's total weekly overall timetable is 35.5 hrs, 15 hrs of which are in modern languages (LVA+LVB+LVC).

*With the exception of the foreign and regional languages, literature and cultures specialization (LLCER)

** Optional learning a modern language C can also be followed as part of the bilingual and trilingual courses

*** IFB-specific teaching is defined to bring students up to level C1 in the program language (MLA)

STATUTORY TEXTS:

→ Décret n° 2021-1054 du 6 août 2021 modifiant les dispositions du code de l'éducation pour la mise en place des classes menant à l'option internationale du baccalauréat intitulée « baccalauréat français international »

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000043914890>

→ Arrêté du 6 août 2021 relatif aux sections internationales de classe de seconde et aux classes menant au baccalauréat français international (BFI)

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000043915060>

→ Arrêté du 24 septembre 2021 fixant le programme de l'enseignement de connaissance du monde pour les classes de première et terminale menant au baccalauréat français international

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000043914890>

→ Note de service du 15 décembre 2021 relative aux classes de première et de terminale menant au baccalauréat français international à compter de la rentrée scolaire 2022

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000043915060>

MORE INFORMATION:

<https://eduscol.education.fr/3043/le-baccalaureat-francais-international-bfi>