



THE BRITISH INTERNATIONAL SECTION

- A bilingual and bicultural education.
- Combining both French and British syllabi.
- In secondary school, an in-depth literature course and additional hours of history-geography in English are added to the compulsory subjects taught in the French system.
- A British approach to teaching literature and historygeography.
- An academically-enhanced course for English-speaking, bilingual students or those wishing to acquire an excellent command of the English language.
- A challenging course, requiring academic skills, genuine motivation from the students and the support of their families.
- Enrolment in the section is subject to a compulsory admission test.

THE BRITISH INTERNATIONAL SECTION: AN OVERVIEW

The British International Section is a bilingual, bicultural program set up by the French Ministry of Education in cooperation with the United Kingdom and Cambridge International Education. It is unique as it integrates into the French system not only the language, but also the culture and pedagogical approach of the partner country. The extra hours that are specific to the Section, are added to the compulsory subjects taught in French. It is possible to join the Section from the CE1 class.

BFI SPECIFIC FEATURES

PRIMARY SCHOOL

➤ Language and literature classes from CE1 au CM2 (1,5h)

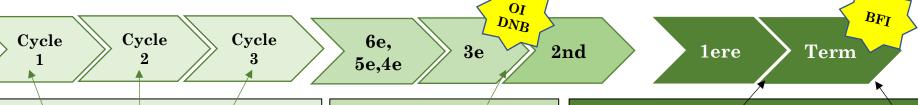
(*added to the EMILE hours)

SECONDARY SCHOOL

- ➤ Language and literature classes from 6e to 2nd (4h) (*added to the LVA hours)
- ➤ History and geography (2h in English + 2h in French)

1ERE+TERMINALE

- ➤ ACL: Language, Culture and Literature classes in English (4h30 in 1ere / 4h en Terminale / no more LVA classes)
- ➤ History and geography (2h in English + 2h in French)
- ➤ Global Issues Module (2h in English)



- Literature: in-depth knowledge of the cultural and literary heritage of Englishspeaking countries
- **History-Geography:** French syllabus combining the historical and geographical specificities of the section's country
- In 3eme: two oral exams (Literature and History-Geography) in English
- + in addition to all compulsory exams in French (DNB).

- BFI prepared in 1erea and Terminale
- International version of the French baccalaureate.
- Bilingual qualification (examinations equivalent to British A-Levels in LL)
- Partnership with Cambridge International Education (syllabus design and exam assessment)

APPLICATION PROCEDURE AND ADMISSION TESTS

- > Applications in SIB are submitted at the same time as enrolments and re-registrations each year.
- > The application form will be available to download from the school's website at the start of the enrolment campaign.
- Admission tests are held at the beginning of April each year.
- > The Language Commission, responsible for examining applications, meets at the end of May.
- Families are informed of the results by e-mail.

ADMISSION TEST: DESCRIPTION

Class/level	Skills assessed Description		Time
Primary school	Reading + Listening + speaking	Interview with the section teachers, followed by comprehension questions on a short text.	
6e 5e	Reading Writing	Reading comprehension of an adapted text, comprehension questions, language and grammar questions and written production.	60 minutes
4e 3e	Reading Writing	Reading comprehension of an adapted text, comprehension questions, literary questions and written production.	
2nd	Reading and writing exam on both section subjects: literature and History Geography	Literature: <u>Critical analysis</u> of an unseen text: students are assessed on the ideas presented and their ability to communicate them in the target language (60 min.). History-Geography: <u>Comparison</u> of two documents, related to the year's syllabus (60 min.).	120 minutes
1 ^{ère} BFI	Reading + writing + interview	Literature: <u>Critical analysis of an unseen text</u> : students are assessed on the ideas presented and their ability to communicate them in the target language.	120 minutes 10 minutes

THE BFI: COEFFICIENTS

	FRENCH BACCALAUREATE = coefficient 100					
Int	Internal assessment = 40 Final exams = 60					
-	LVA (6)	- French (10)				
-	LVB (6)	- Philosophy (8)				
-	History and geography (6)	- Major 1 (16)				
-	Civic Education (2)	- Major 2 (16)				
-	Sciences(6)	- Final Oral (10)				
-	PE (6)					
-	Major 3 (8)					

BFI (Bilingual version) = coefficient 148 → BFI specific exams: 60/148 → 40,5% of the total grade				
Internal assessment = 28 Final exams = 120				
 LVB (6) Sciences (6) Civic Education (2) PE (6) Major 3 (8) 	 French (10) Philosophy (8) Major 1 (16) Major 2 (16) Final Oral (10) ACL in English (coefficient 20: 10 written exam /10 oral exam) * Global Issues in English (coefficient 20 – oral exam) ** History and Geography in English (coefficient 20: 10 written exam /10 oral exam) * 			

 $^{{\}tt *} \textit{The subject assessed in the final exam does not appear in the internal assessment but replaces the its grades.}$

^{**} The Global Issues module, prepared in 1ere and Terminale, is assessed internally, at the end of the Terminale year.











HOW TO APPLY

1. Application form

- → Download from the school's website and complete.
- → Calendar: follows the LFID enrolment calendar (March 22nd, 2024)
- → EDUKA: Don't forget to select/tick the 'International Section' box.

2. Admission test

- → Compulsory for 6eSIB applicants
- → Calendar: April 3rd, 2024
- → Exemplar test: see next page

Language requirement for admission in 6e SIB: B1

3. Results and validation of SIB enrolment

- →Examination of the applications and admission tests by the Language Commission (end of May)
- → The results will be visible on Eduka
- → Families are informed by e-mail of the Language Commission's decision.

Name:	ry:	600
SP Dead EADING (8 pts)		1014

w to Train your Dragon



Based on a book by Cressida Cowell, *How to Train Your Dragon* is a movie about a scrawny, weak Viking boy named Hiccup who doesn't fit in with the rest of the adolescent Vikings who have names like Ruffnut, Tuffnut, and Snotlout. Hiccup is too little and too different from the other teenagers. They are all sent on a test where they have to capture and train a dragon. The toughest Viking in the group is a girl named Astrid. She is not in the book at all, but they added her into the movie because they thought it would be fun to have a girl character who is just as strong as the boy Vikings.

What is your favourite thing about Astrid?

America Ferrara: I loved being the voice behind Astrid because she was ready to fight with the boys and play with those dragons. I think it's good that the movie never really makes a big deal out of it; that's just how it is. She is the best young fighting dragon player and nobody ever "You're a girl, so it's ridiculous that you are a fighter."

A. A. Reading ion mplete sentences (8 pts). Reading ion mplete sentences (8 pts). Comprehensions er of the movie? What is his problem? Comprehensions er of the movie? What is his problem?	
Reactions (er of the movie? What is his problem?	
Merica Ferrara?	
3. How is Astrid different from America Ferrara's other characters?	
4. What is Astrid like? How does America describe her? Justify with the text.	
5. What is Astrid's goal in the movie?	
6. What is historically incorrect about the movie?	
7. How is Astrid still a hero?	
8. What message does America say is in the movie?	

B. Circle the	e right answer (5)	pts):		Language - grammar		
1. The dragon	is hiding	the cave.		graguage		
A. on	B. in	C. under	D. around	mar ammar		
0.11: 1:	1 :11	100000		COMP		
A. on	d a vill B. in	C. under	D. around			
71. 011	D. III	C. under	D. around	石		
3. Hiccup was	afraid d	ragons.				
A. of	B. off	C. about	D. for			
		Hiccup fixed l				
A. before	B. when	C. after	D. because			
~ TT: .	1	1				
The state of the s	The state of the s	speaking to dragons				
A.For	B. in	C. of	D. at	APIN EST		
C. Circle the	mistake in each	sentence and re-w	vrite them correc	tly (5 pts).		
1. Is you going	1. Is you going to see the movie?					
SECTION 3:	WRITING (12 pts	-cf Grid)				
				Writing		
		ite a letter to Astrid,	AFTER the test the	ng		
they had to ca	tch and train a dro	igon (150-200 words).		3		
Vou con inclu	do the following on	pects in your letter:				
 talk about the test and how scary it was for you tell her about your life, as a Viking who is different from the others 						
	ich your tije, as a vi ich you admire her		from the others			
out nou mu	ion you danning nor	and nor our ongen.				
Dear Astrid,						

SAMPLE SYLLABUS – 6^E SIB

6ème International Section Syllabus

Skills - Cycle 3 English Literature

1. Spoken Interaction

- 1a) I can understand an oral message, presentation or text
- 1b) I take my audience into account when speaking
- 1c) I contribute to oral presentations and debates

2. Reading

- 2a) I can read and understand texts independently
- 2b) I can read, analyse and interpret texts with reference to their literary elements

3. Writing

- 3a) I can produce a written text following a specific form
- 3b) I can use language, syntax and literary devices to creatively and clearly express myself
- 3c) I can use the P.E.A. structure to build an essay

4. Becoming a Student of Literature

- 4a) I can identify the cultural and historical context of literary works
- 4b) I can recognize and create links across various artistic domains
- 4c) I can identify and support themes using evidence from a text

Unit 2: Drama						
Main Ideas	Resources	Country	Final Tasks	Skills		
Introduction: -Intro to Shakespeare -Intro to language -Intro to the characters & the play	Non-Fiction: Biographies/ articles about: Shakespeare and the Globe Digital Resources: BBC William Shakespeare (video) Much Ado About Nothing flocabulary (video)	UK	Make a freeze frame tableau depicting the main scenes of the play	4a, 4b, 4c		
Themes: - Love - Deception/truth - Communication - Identity	Play: <i>Much Ado About Nothing</i> by William Shakespeare	UK	1. Write a PEA paragraph about Beatrice or Benedick 2. Write a response to Beatrice's agony aunt letter 3. Write an essay answering the question "How are the women in the play "MAAN" treated by their men?" 4. Create your own Shakespearean comedy	3b, 3c 2a, 2b, 3a, 3b 2a, 2b, 3b, 3c, 4a, 4c 1a, 1b, 1c, 3a, 4c		

Unit 1: Prose						
Main Ideas	Resources	Country	Final Tasks	Skills		
	Novel Holes by Louis Sachar		1. Diaries, letters and informative writing.	2a, 3a, 3b		
Themes:	Non-fiction/poetry pairings: Feathers by Anonymous Identity by Julio Noboa	USA	2. Extract based question, exploring how the character of Stanley has changed and developed.	2a, 2b, 3b, 3c, 4a, 4c		
- Friendship - Childhood - Transformation - Prejudice		England Wales	1. Give a persuasive speech about corporal punishment in schools	1a, 1b, 1c, 3a, 3b		
- Fate - Cruelty and fairness - Autobiography			2. Write an amusing revenge story based on the one in the novel	3a, 3b, 4b		
			3. Extract based essay - 'How does Dahl create tension at this moment in the novel?'	2a, 2b, 3b, 3c, 4a, 4c		

Unit 3: Poetry						
Main Ideas	Resources	Country	Final Tasks			
Introduction: What is poetry? Literary Devices	Digital Resources: "What is Poetry" video by shmoop.com 'The Moth's Plea' by Elizabeth Jennings	England	Identify poetic techniques in a song or poem of their choice	2a, 2b, 3b, 3c, 4b, 4c		
Themes: - Identity - Childhood - Expression - Creativity Types of poem: Haiku, acrostic, limerick, extended metaphor, personification poetry	Poetry: "The Chimney Sweeper" by William Blake "Do not stand at my grave" by Mary Elizabeth Frye "Quieter than snow" by Berlie Doherty Selection of Haiku and Limerick "Five things about the lake" by Flora De Falbe "The Mirror" by Sylvia Plath "Strict" by Michael Rosen	England USA Japan Ireland	the set forms to be featured in the yearbook 2. Write two PEA paragraphs comparing	3a, 3b 2a, 2b, 3b, 3c, 4a, 4c		

SAMPLE WEEKLY SCHEDULE – $6^{\rm E}$ SIB

Lycée Français International Marguerite DURAS

	lundi	mardi	mercredi	jeudi	vendredi
8h05	ANGLAIS LVA SMITH C. S101	FRANCAIS VUILLERMET X. S109	EPS FOOD	PHYSIQUE-CHIMIE HO N. S121	EDUCATION MUSICALE INCARDONA S. S106 MUS
9h00	FRANCAIS VUILLERMET X. S109	ARTS PLASTIQUES POTIER A. S114 Arts Pla	EGO B. <i>EPS</i>	FRANCAIS VUILLERMET X. S109	MATHEMATIQUES BENAMAR R. S108
10h00	Langue et Littérature en langue de section Anglais LIM J. SP102	ANGLAIS LVA SMITH C. SP101		MATHEMATIQUES BENAMAR R. \$136	FRANCAIS VUILLERMET X. S109
11h00		Hist-Géo en Langue de Section (Anglai GORDON N. SP102	Langue et Littérature en langue de section Anglais LIM J. S108	HIST-GEO EMC SYBILLIN E. S135	Hist-Géo en Langue de Section (Anglais) GORDON N. SP102
12h00 13h00					
13h05	EPS EGO B.	BOUVET C. S120 BENAMAR R. S010 info	S ANGLAIS LVA SMITH C. S012	ANGLAIS LVA SMITH C. SP101	
14h00		PHYSIQUE-CHIMIE HO N. S126 VUILLERMET X S109 Q1	02	ACCOMPAGNEMENT PERSONNALISE HESS C. \$107	MATHEMATIQUES BENAMAR R. S116 MATHS
15h00	MATHEMATIQUES BENAMAR R. S137	VIETNAMIEN OBLIGATOIRE LAM T. S110		VIETNAMIEN OBLIGATOIRE LAM T. S110	SVT BOUVET C. S131
16h00 17 <u>h00</u>	HIST-GEO EMC SYBILLIN E. S012	Langue et Littlerahre en langue de section Angleia LMJ J. SP102		VIE DE CLASSE VUILLERMET X. \$109 Q1 Q2	