



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 history-geography.
- 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.

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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 Oxford AQA. 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)

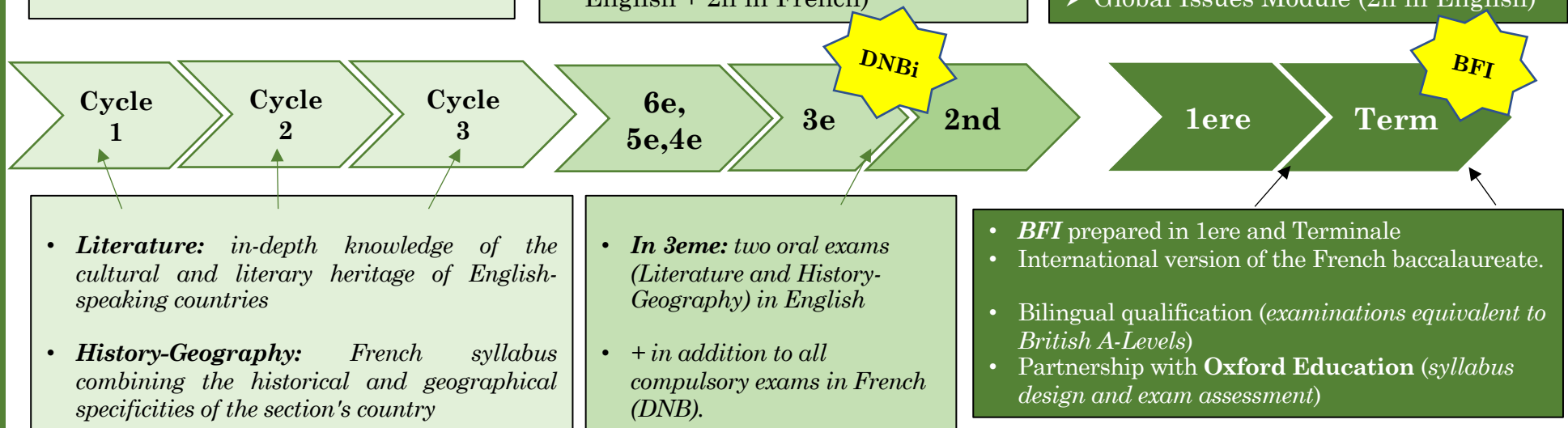
*(*added to the EMILE hours)*

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)



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.	5-10 minutes
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 a text in English, comprehension questions, literary questions and written production.	90 minutes
2nd	Reading and writing exam in Language and 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.	90 minutes
1ère BFI	Reading + writing in Language and literature + interview	<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.	90 minutes 10 minutes

THE BFI: COEFFICIENTS

FRENCH BACCALAUREATE = coefficient 100	
Internal assessment = 40 <ul style="list-style-type: none"> - LVA (6) - LVB (6) - History and geography (6) - Civic Education (2) - Sciences(6) - PE (6) - Major 3 (8) – <i>dropped in 1ere</i> 	Final exams = 60 <ul style="list-style-type: none"> - French (10) – taken in 1ere - Mathematics (2 – <i>new from 2026</i>) – taken in 1ere - Philosophy (8) - Major 1 (16) - Major 2 (16) - Final Oral (10 <i>up to 2026, 8 from 2027</i>)

BFI (Bilingual version) = coefficient 148 → BFI specific exams: 60/148 → 40,5% of the total grade	
Internal assessment = 28 <ul style="list-style-type: none"> - LVB (6) - Sciences (6) - Civic Education (2) - PE (6) - Major 3 (8) – <i>dropped in 1ere</i> 	Final exams = 120 (60+60) <ul style="list-style-type: none"> - French (10) – taken in 1ere - Mathematics (2 – <i>new from 2026</i>) – taken in 1ere - Philosophy (8) - Major 1 (16) - Major 2 (16) - Final Oral (10 <i>up to 2026, 8 from 2027</i>) <div>→ Coeff.60</div> <p>ARE ADDED FOR THE BFI:</p> <ul style="list-style-type: none"> • 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) * <div>→ Coeff.60</div>

* The subject assessed in the final exam does not appear in the internal assessment but replaces its grades.

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



6e SIB ADMISSION

HOW TO APPLY

1. Application form

- Download from the school's website and complete.
- Calendar: follows the LFID enrolment calendar (*February / March 2026*)
- EDUKA: Don't forget to select/tick the '*International Section*' box.

2. Admission test

- Compulsory for 6eSIB applicants
- Calendar: **April 15th, 2026**
- 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:..... School:..... Country:

Reading

READING (8 pts)

How to Train your Dragon

/35



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 says "You're a girl, so it's ridiculous that you are a fighter."

Reading comprehension - questions

A. Answer the following questions (8 pts).

1. Who is the main character of the movie? What is his problem?

2. Who is America 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 right answer (5 pts):

- The dragon is hiding _____ the cave.
A. on B. in C. under D. around
- Hiccup lived _____ a village.
A. on B. in C. under D. around
- Hiccup was afraid _____ dragons.
A. of B. off C. about D. for
- The dragon couldn't fly _____ Hiccup fixed his broken wing.
A. before B. when C. after D. because
- Hiccup is very good _____ speaking to dragons.
A. For B. in C. of D. at

Language - grammar



C. Circle the mistake in each sentence and re-write them correctly (5 pts).

- Is you going to see the movie?

SECTION 3: WRITING (12 pts-cf Grid)

Imagine you are Hiccup and write a letter to Astrid, AFTER the test where they had to catch and train a dragon (150-200 words).

You can include the following aspects 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
- say how much you admire her and her strength.

Dear Astrid,

Writing

SAMPLE SYLLABUS – 6^E SIB

6^{ème} 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
Themes: - Friendship - Childhood - Transformation - Family - Death - Emotions - Storytelling - Autobiography	Novel <i>Holes</i> by Louis Sachar	USA	1. Diaries, letters and informative writing.	2a, 3a, 3b
	Non-fiction/poetry pairings: <i>Feathers</i> by Anonymous <i>Identity</i> by Julio Noboa		2. Extract based question, exploring how the character of Stanley has changed and developed.	2a, 2b, 3b, 3c, 4a, 4c
	Novel <i>A Monster Calls</i> by Patrick Ness Non-fiction pairings: Author Biography	England	1. Write a response on the author's purpose, characterization 2. Create a monster using descriptive language and imagery 3. Extract based essay - 'How does Ness create tension at this moment in the novel?'	1a, 1b, 1c, 3a, 3b 3a, 3b, 4b 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	England	Identify poetic techniques in a song or poem of their choice	2a, 2b, 3b, 3c, 4b, 4c
Themes: - Identity - Nature - Expression - Creativity Types of poem: Free verse, extended metaphor, personification poetry	Poetry: <i>Polar Bear</i> by Isaac McLellan <i>The Eagle</i> by Alfred, Lord Tennyson <i>The Way Through the Woods</i> by Rudyard Kipling <i>Travel</i> by Edna St Vincent Millay <i>Subway Wind</i> by Claude McKay <i>Pike</i> by Amy Lowell <i>After Rain</i> by Edward Thomas <i>Something Told the Wild Geese</i> by Rachel Field <i>Humming-Bird</i> by DH Lawrence <i>The Owl</i> by Edward Thomas	The UK USA Jamaica	1. Write poetry following the set forms to be featured in the yearbook 2. Write two PEA paragraphs comparing how poets create imagery in their poems	3a, 3b 2a, 2b, 3b, 3c, 4a, 4c

SAMPLE WEEKLY SCHEDULE – 6^E SIB

Lycée Français International Marguerite DURAS

	lundi	mardi	mercredi	jeudi	vendredi
8h05	FRANCAIS LIM S. [6EME_GR4_BESOINS_FR] S101 SECONDAIRE Q1	MATHEMATIQUES MALFROID T. S115 SECONDAIRE	ANGLAIS LVA DUBARD E. [6EME_LVA_AGL_GR.Cbis] P102,SECONDAIRE	HI-GE SYBILLIN E. [6EME_HG_SI] S138,SECONDAIRE	FRANCAIS,LIM S. [6EME_GR4_BESOINS_FR] S109 SECONDAIRE
9h00	ANGLAIS LVA DUBARD E. [6EME_LVA_AGL_GR.Cbis] P102,SECONDAIRE	SVT1 SAUSSI EL ALAOUI A. S138 SECONDAIRE		FRANCAIS,LIM S. [6EME_GR4_BESOINS_FR] P101 SECONDAIRE	HI-GE SI WHITEHURST C. [6EME_SI],S108 SECONDAIRE
10h00	MATHEMATIQUES MALFROID T. S116 SECONDAIRE	VIETNAMIEN OBLIGATOIRE LAM T. [6EME_VIETOBLI_GR.4] P102,SECONDAIRE	ARTS PLASTIQUES VERNY C. S114 Arts Pla SECONDAIRE Q1	EPS EGO B.	ANGLAIS LVA DUBARD E. [6EME_LVA_AGL_GR.Cbis] P129,SECONDAIRE
11h00	LANGUE & LITTÉRATURE LIM J. [6EME_SI],S116 SECONDAIRE	LANGUE & LITTÉRATURE LIM J. [6EME_SI],S106 SECONDAIRE	PH-CH RODRIGUES G. [6EP1],S126 SECONDAIRE Q2		MATHEMATIQUES MALFROID T. S116 SECONDAIRE
12h00					
13h00					
13h05	MATHEMATIQUES MALFROID T. S115 SECONDAIRE	MATHEMATIQUES MALFROID T. S009 info Exam. SECONDAIRE Q1	PH-CH RODRIGUES G. S120 SECONDAIRE Q2	FRANCAIS,LIM S. [6EME_GR4_BESOINS_FR] S130 SECONDAIRE	LANGUE & LITTÉRATURE LIM J. [6EME_SI],P101 SECONDAIRE
14h00	HI-GE SYBILLIN E. [6EME_HG_SI] S135,SECONDAIRE	FRANCAIS,LIM S. [6EME_GR4_BESOINS_FR] S106 SECONDAIRE		ANGLAIS LVA DUBARD E. [6EME_LVA_AGL_GR.Cbis] P130,SECONDAIRE	HI-GE SI WHITEHURST C. [6EME_SI],P124 mus. SECONDAIRE
15h00	EDUCATION MUSICALE INCARDONA S. P124 mus. SECONDAIRE	EPS EGO B.		VIETNAMIEN OBLIGATOIRE LAM T. [6EME_VIETOBLI_GR.4] P123 Arts.Pla,SECONDAIRE	ARTS PLASTIQUES VERNY C. S114 Arts Pla SECONDAIRE Q1
16h00	HVC LIM S. P129 SECONDAIRE Q1	PH-CH RODRIGUES G. S120 SECONDAIRE Q2	EPS EGO B.		
17h00					
18h05					