

# Introducing the two international options in the Anglophone section

Presentation for 2° students and parents

3 May 2022

# Presentation outline

1. The BFI
2. The two international options in the Anglophone section and the points to consider when choosing your option
3. Reminders about preparing for the next step: the Anglophone Section University Guidance Service & Unifrog



# 1. The Baccalauréat Français International

# The BFI replaces the OIB

- The BFI will replace the OIB for the 1ère students starting in September 2022 (next school year).
- The first BFI exams for these students in Terminale will, therefore, be held in **June 2024**.
- Please note that there will be an **American BFI** and a **British BFI**. This is the subject of the presentation

# Structure of the BFI

The BFI is composed of three different components each with a cultural dimension linked to the programme of the section of your choice:

- **ACL:** *Approfondissement, culturel et linguistique*
- **DNL\*:** History/Geography
- **CdM:** *Connaissance de monde*

*\*Discipline non-linguistique* taught in the Anglophone Section alongside the French HG teachers



**Any questions?**

## **2. The two international options in the Anglophone section and the points you need to consider when choosing your option.**

# ACL -Teaching Groups

## British Option

- Nicola Hill
- Francesca Doggart
- Anna Coghlan

## American Option

- Karine Empana
- Laura Kincade
- Lorna Cassan
- Sarah Whittock-Judge

# Aims and Objectives

- To encourage and develop the enjoyment and appreciation of literature in English, based on an informed personal response
- To develop the ability to analyse and discuss critically the texts studied, in a cogent and organised manner.

# The Programmes

## British Option

- 6 texts are studied – 4 in 1ère and 2 in Te.
- Genre - prose, poetry and drama.
- Written exam 4 hours and Oral exam 15 minutes
- Some texts are only for use in the written exam and others are exclusively for the oral.

## American Option

- 10 texts are studied – 7 in 1ère and 3 “in depth” texts in Te.
- Genre – novels, drama, poetry, world literature and non-fiction.
- Written exam 4 hours and Oral exam 30 minutes
- All texts can be used for both the oral and written examinations.
- Optional commentary

# British Option Texts (for examination in 2024)

## Written

- Hamid – *The Reluctant Fundamentalist*
- Williams – *A Streetcar Named Desire*
- Shakespeare - *Antony and Cleopatra*

## Oral

Synoptic Topic: **Gothic Writing**

- Shelley - *Frankenstein*
- Carter - *The Bloody Chamber*
- Selected Gothic Poems

# American Option Texts (to be confirmed)

## **General texts (studied in 1ère)**

*Things Fall Apart* - Chinua Achebe

*Intimate Apparel* - Lynn Nottage

*The Handmaid's Tale* - Margaret Atwood

*A Streetcar Named Desire* - Tennessee  
Williams

*The Great Gatsby* - Scott Fitzgerald

*Notes of a Native Son* - James Baldwin

A Selection of Women's Poetry

## **“In depth” texts (studied in Te)**

*The Bluest Eye* - Toni Morrison

*The Tempest* - Shakespeare

Selected Poems - Robert Frost

	<b>American</b>	<b>British</b>
Shakespeare	Yes	Yes
Genre	Poetry, Prose, Drama and Non-Fiction	Poetry, Prose and Drama
Cultural Focus	American and world literature	British and world literature
No. of Texts	10 in total (written and oral)	3 for written and 3 for the oral
Written Examination	2 essays or 1 essay and a commentary on unseen prose or poetry	2 essays & 1 commentary on a Shakespeare extract
Oral Examination	Commentary on a passage from one of the core texts + discussion of all set texts 30 minutes	Discussion of the synoptic topic key issues 15 minutes
Analysis	In depth analysis of 3 core texts and a more general approach to the others.	In depth analysis of 3 texts for the written exam. A more general approach to the synoptic topic
Pace	Tends to be faster as there are more books to get through	Tends to be more steady as there are fewer books to get through.

# DNL -Teaching groups

## History Team

- Kat Weinert
- Alan Geary
- Chelsey David

## Geography Team

- Neil Mckain
- Sean Rattos
- Alan Geary

# Background Information

The DNL programme for 1<sup>ère</sup> and Terminale is established by the French Ministry of Education and adapted to the specifications of either the UK or US options.

The course content is divided between the French and the Anglophone section H/G teachers.

# General Aims

- To develop students' knowledge and understanding of the identified themes.
- To aid the development of general study skills e.g. research, writing, presentation, ICT, time management.
- To encourage students' to think as both geographers and historians.
- To support students' use of the English language, both written and oral.
- To provide situations which develop interpersonal skills e.g. group work, debates.

# History Programme

Political, economic and social change and the nature of war from the mid C19th to the end of the C20th.

## Première History

- Revolutionary Europe (1789 – 1848)
- Economic and social transformations (1848 – 1914)
- French Third Republic: politics, society and the new imperialism
- The First World War and the end of European Empires

## Terminale History

- Challenges to democracy, rise of totalitarianism, and World War II (1929 - 1945)
- The post-war bipolar world and challenges to bi-polarization
- Post-war economic, political, and social transformations: causes and consequences

# Geography Programme

Geographical process: the study of geographical themes such as demography, migration, urbanism, industrial change, agricultural development, globalisation and sustainable development using various examples across the globe.

## Première Geography

- Urbanization: changing nature, inequalities and spatial analysis
- Diversification of production and productive spaces
- Rural Areas: multifunctional or fragmentation?
- China: spatial reconfigurations (urban, rural, productive)

## Terminale Geography

- Seas and oceans at the core of globalization
- Territorial dynamics, cooperation & tensions in globalization
- The European Union & globalization

# CdM: *Connaissance de monde*

- Principal aim is to develop research, study and communication skills, whilst developing the student's awareness of the cultural characteristics of their Section.
- All students are prepared to produce a research document on a subject of their choice, which involves an international partner (in the language of the Section)
- The student's research project should be developed from one of the identified "paths of reflection", as follows:
  1. *Penser la société*
  2. *Habiter le monde*
  3. *Construire un avenir commun*

These will be developed in the ACL and DNL classes.

# Conclusion: Choosing the UK or US option

- Both options have the same Bac coefficient and support entrance into universities throughout the world
- Cultural identity – a cultural affinity with one option or the other but a British student can do the American option and vice versa!!
- **ACL** Independent reading – there's more reading to do at home with the American option but that doesn't mean that there's less work to do at home in the British option!
- **ACL** Pace – The British option spends more time on each text. Some students like this whereas others may find it frustrating to spend so much time on one book! Some like the faster turnaround of texts in The American option whereas others find that it's too fast!
- **DNL** - Cultural links in the programme
- **CDM** - Cultural links in the programme development, personal project, project international partnership



**Any questions?**

# 3. Preparing for the next step

The Anglophone Section University  
Guidance Service & Introduction to Unifrog

# Available opportunities

## Exploring pathways

Careers library

Subjects library

Know-how library

MOOC

Personality profile

Interests profile

Read, Watch, Listen

Webinars

## Recording what you've done

Activities

Competencies

Interactions

## Searching for opportunities

UK universities

US universities

European universities

Oxbridge

Canadian universities

Asian universities

Australasian universities

Middle Eastern universities

Irish universities

Special Opportunities

Events

## Drafting application materials

UK Personal Statement

Classes

Subject References

CV / Resumé

Writing tool

Common App Essay

US recommenders

Notes for Reference writers

## Making applications

Post 18 Intentions

Locker

Applications list

# Preparing for your future - Reminders about UNIFROG

1. Use the tools in the 'exploring pathways' section to research the options that are available for careers and further study.
2. Try the personality and interests quizzes to find out more about what careers and courses might suit you.
3. Make sure you check out the MOOCS (Massive Open Online Courses) and webinars.
4. You can use the tools to start '*Recording what you have done*', using guidance and examples to prepare yourself for making your future applications
5. **We plan to hold a session with you before the end of the term to check what you have done**



**Any questions?**