

British Council France

**Welcome to the Bilingual Section
Upper Secondary**

September 2021

Welcome to British Council France

1. Our approach to bilingualism
2. Overview of the IGCSE course
3. Overview of the University Preparation course
4. Extra activities for students and parents
5. Assessment
6. Class Materials
7. Behaviour policy
8. Special educational needs
9. Communication

Our Approach to Bilingualism

Our Bilingual Section welcomes learners from a wide range of backgrounds who speak English as a first language.

We aim to:

- provide opportunities to practise and build on learners' oral English
- develop and extend their literacy (reading and writing)
- provide a window into the English-speaking world through literature and culture

<https://www.britishcouncil.fr/blog/our-approach-bilingualism>

www.britishcouncil.fr

The screenshot shows the top navigation bar of the British Council France website, with the logo and 'France' text. Below the navigation bar is the article title 'Our approach to Bilingualism' by George Wilson, dated 28 June 2021. The article includes social media sharing icons for WhatsApp, Facebook, Twitter, and LinkedIn. A featured image shows a group of diverse children sitting on a sofa, reading a book together. Below the image is a copyright notice for the British Council. The main text of the article begins with 'The British Council in France has a dynamic Bilingual Section with hundreds of students ranging from 4 to 18 years of age. Head of the section, George Wilson, explains our bilingual philosophy and how this is reflected in our courses.' It then asks 'What does bilingualism mean for us?' and provides a definition: 'Although it's a catchy buzzword in education, the term "bilingual" rarely reflects the reality on the ground. Many of our learners are not bilingual in the purest sense of the term but actually speak three, four or even five languages. Some, on the other hand, have just arrived in France and only speak English.' It continues: 'When we describe a learner as "bilingual", we mean that they have the ability to speak English in a spontaneous and instinctive manner more akin to a first language than to a second language they have acquired at school.' The article then asks 'Do all our bilingual students have the same level?' and starts with 'No two learners have the same bilingual profile and so comparing them is often a fruitless'. On the right side of the article, there are two sidebars. The top sidebar is titled 'A propos de ce blog' and contains the text 'Des nouvelles perspectives sur la culture et l'éducation.' and a link for 'Autres articles'. The bottom sidebar is titled 'Articles recommandés' and lists four articles: 'Activités pour améliorer le vocabulaire anglais des enfants du primaire', 'Dix astuces pour vous aider à apprendre l'anglais', 'Dix conseils pour rédiger votre CV en anglais', and 'Jeux en anglais pour les enfants du primaire'. At the bottom of the sidebar, there is a link for 'Comment remplir son dossier de candidature universitaire UK'. Below the sidebar, there is a small image of a woman and a child reading together, with the text 'Découvrez nos cours pour les enfants et ados bilingues'.

IGCSE First Language English Course

-
- Cambridge First Language English IGCSE (0500)
 - 2-year course (3ème and Seconde)
 - Internationally-recognised certificate
 - Course objectives adapted from UK National Curriculum

Learning objectives

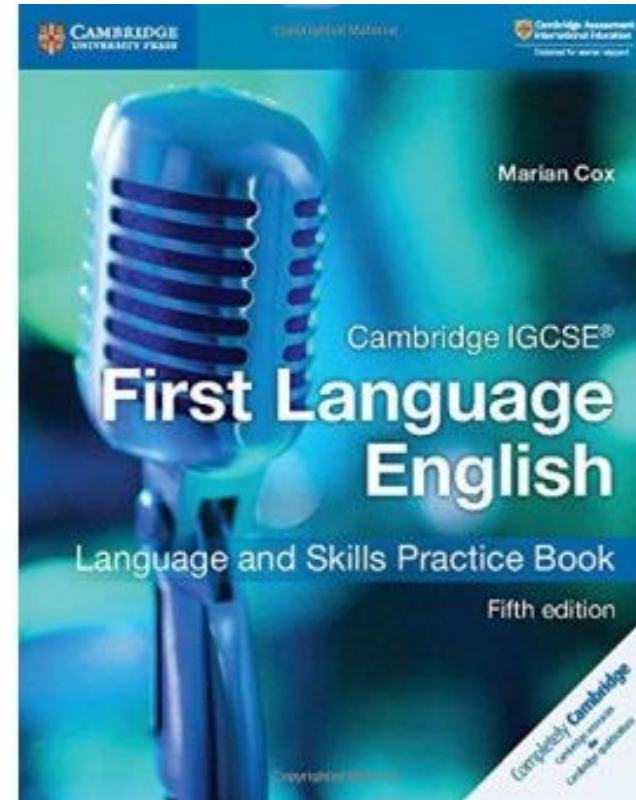
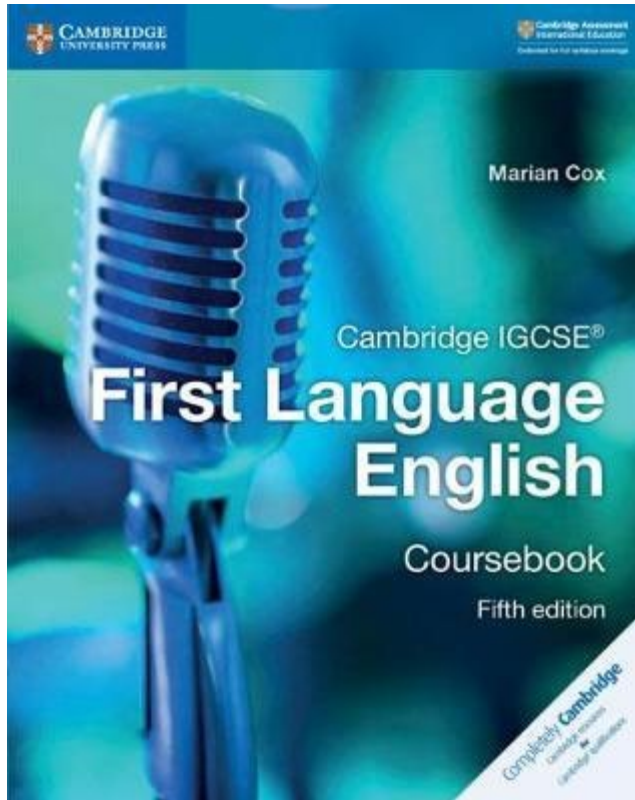
By the end of our two-year course, students will have:

- developed their oral skills
- developed the ability to communicate clearly, accurately and effectively in writing
- learned to use sophisticated vocabulary, grammar, spelling and punctuation effectively
- developed a personal written style and an awareness of audience
- studied and analysed literature and non-fiction texts

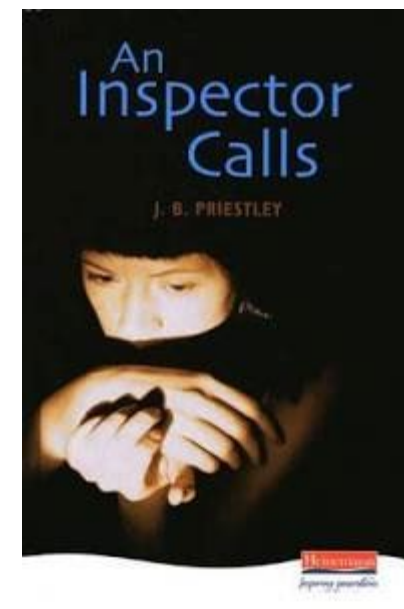
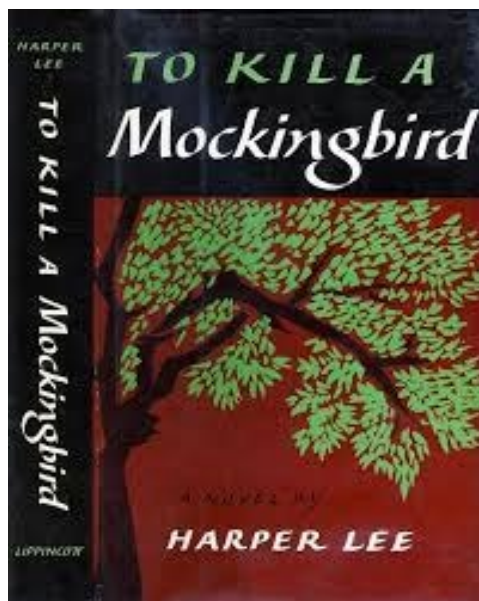
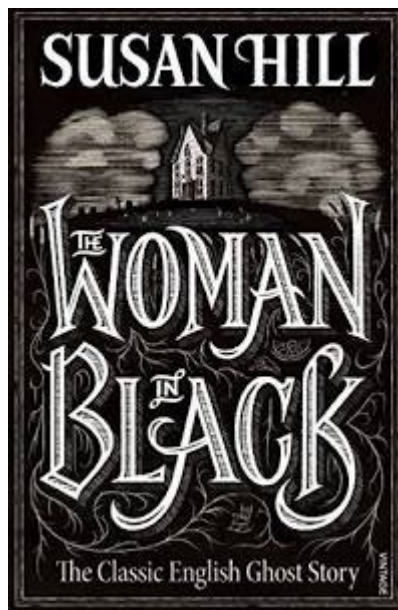
The IGCSE Exams

- 2 exam papers (2 hours each)
- May 2022
- Separate fee
- British School of Paris

Textbooks for IGCSE



Readers



Exam Paper 1

All candidates take:

Paper 1 2 hours
Reading 50%
80 marks
Structured and extended writing questions
Questions will be based on three reading texts
Externally assessed

The assessment objectives (AOs) are:

AO1 Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R4 demonstrate understanding of how writers achieve effects and influence readers
- R5 select and use information for specific purposes.

Exam Paper 2

and:

Paper 2 2 hours
Directed Writing and Composition 50%
80 marks
Extended writing question and a composition task
Externally assessed

AO2 Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Sample Questions

- Describe the scene and atmosphere when you visit a theme park, fairground or carnival.
- ‘The figure in the long, black coat.’ Use this as the title of a narrative.

British Council Core Skills

- Digital literacy
- Communication and collaboration
- Creativity and imagination
- Personal development
- Citizenship
- Critical thinking

University Preparation Course

Preparation for Higher Education Studies in English

University Preparation Course Objectives

This course prepares advanced-level lycée students for higher-education in English, whether that be:

- in an English-speaking country like the UK, Ireland or the USA
- in France or other countries where classes are taught in English
- as part of an exchange programme such as Erasmus+ or the Turing scheme

Course Content

Students practise the following skills during the University Preparation course:

- reading academic texts and listening to lectures
- participating in academic seminars
- writing academic essays and reports
- giving academic presentations

Key Course Components

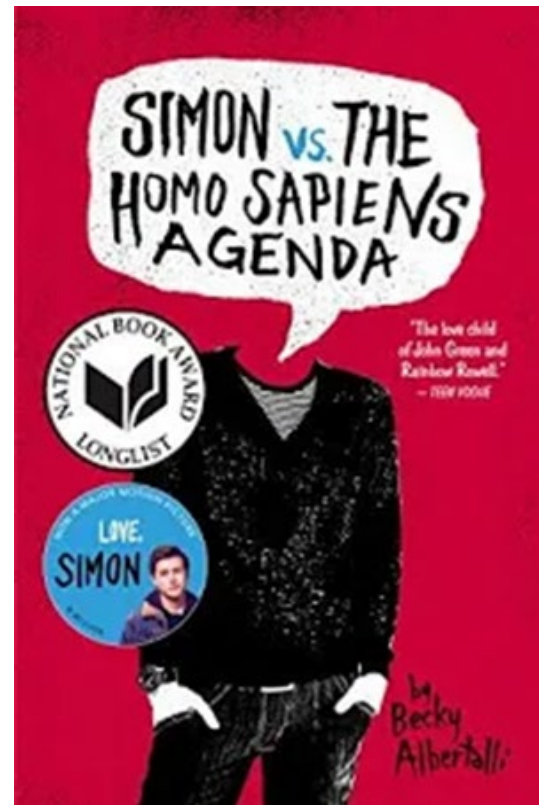
- MOOC to give insights into university study
- Public speaking competition
- Debating competitions
- Guest speakers
- Support for parents

Guidance

We offer guidance on:

- researching and choosing universities
- application procedures in different countries
- writing personal statements
- the IELTS language test (often required by universities)

Readers



How the Uni Prep course really helped us

De Uni prep blogging competition winners
19 juin 2019 - 15:38

Share this



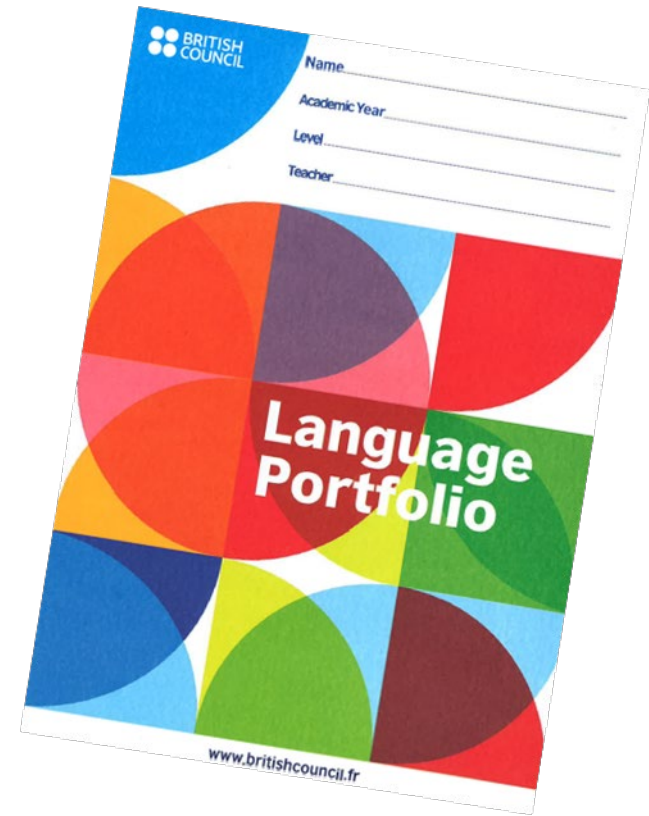
<https://www.britishcouncil.fr/blog/uni-prep-course>

Extra activities

- Exciting project work for each level
- Our Reading Challenge
- Special competitions and events
- Parent workshops on various themes

Assessment

- Portfolio assessment
- General appreciation of speaking and literacy level in report



Class Materials



Behaviour policy

Like any school, we ask our students to:

- respect our staff members and other students, as well as the building
- respect the rules given by the teacher at the beginning of the course
- accept each others' roles and responsibilities

If a child doesn't behave well, the teacher will try first of all to solve the problem directly with him or her.

If the problem continues, the teacher will speak with the management team and may decide to organise a meeting with you.

The teacher may also use the Parent / Teacher Communication Sheet. Please be sure to consult this regularly. In exceptional circumstances, we will put in place a Behaviour Improvement Plan and will take appropriate steps in agreement with you.

Special Educational Needs

We promote a culture of integration in our centres, so that all our students feel welcome. We recognise the value of the skills and abilities of each of them.

If your child has a medical problem or special educational needs, please let us know so that that we can work with you to better help him or her.

Our special-needs coordinator, Mary-Ann Wilson, will get in touch with you.

troublesdapprentissage@britishcouncil.fr

Communication

Communication between students, parents and teachers is important for successful learning.

This is how we will communicate with you:

- A note on what happened in the class (Early Years)
- Language Learning Notebook (primary and secondary) to record the objectives and the results of the lesson
- Parent-teacher communication log in the back of the notebook
- Parent-teacher meetings in December
- Dedicated webpage for parents: <https://www.britishcouncil.fr/portail-parents> with information about the course objectives, key dates, school policies and YL English Extra activities
- Regular British Council newsletters
- Spring report at the end of March.

If you have the slightest question or concern, please speak to us as soon as possible.

You can contact us at contact@britishcouncil.fr / 01 49 55 73 00

Each off-site school has a coordinator who will send you their details by email.

If ever your child is absent, please send an email before the lesson to: absencesidf@britishcouncil.fr