



BFI – LFJM

Connaissance du

Monde

HANDBOOK

OXFORD AQA
INTERNATIONAL QUALIFICATIONS

asiba

Association des sections internationales
britanniques et anglophones

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1. What is Connaissance du Monde?

1.1 Aims

Connaissance du Monde is a key element of the new Baccalaureate Français International (BFI). It carries the same coefficient as English Language and Literature and History-Geography and is assessed by British Section teachers in a 20-minute oral examination at the end of Terminale.

Connaissance du Monde is designed to help you develop analytical and critical thinking skills as well as research experience. You will spend time in section lessons reflecting on how the topics you are studying help you to develop your understanding of a variety of issues and questions relevant to the world today. You will then define a research question with guidance from one of your British Section teachers and undertake independent research, drawing conclusions from your findings. During the research process, you will need to use a variety of sources of information, identifying different perspectives and evaluating the validity of the arguments and evidence presented. You will also need to engage with a relevant international partner; this could be an individual or organisation who can make a contribution towards you addressing your research question.

As with any other Baccalaureate subject, you will receive *bulletin* grades and comments in Première and Terminale for Connaissance du Monde and these will be based on your engagement with the personal research project, most notably through your work in the Student Guide (see below).

Remember: Connaissance du Monde is a fantastic opportunity to develop the skills of research, project management and communication whilst also deepening your understanding of global issues and your awareness of aspects of British culture. It is a great complement to your English and History-Geography courses and will serve you extremely well as you move into higher education and beyond.

☐ You will be expected to:

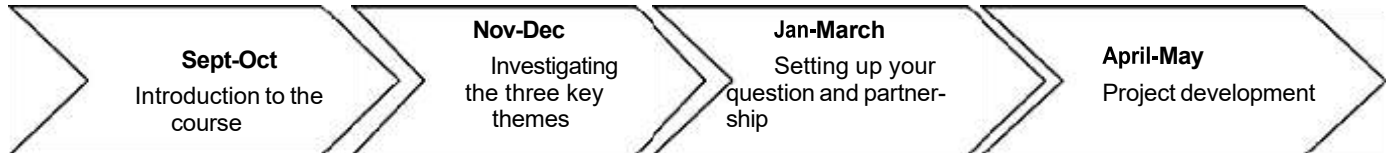
- plan and carry out relevant research using appropriate research methods and referencing;
- identify and engage with an appropriate international partner;
- reflect on the strengths and limitations of their research project;
- analyse and evaluate a range of source material;
- critically evaluate different perspectives, assessing the validity with which they are made and the evidence on which they are based;
- develop convincing and well-substantiated judgements based on supporting evidence;
- present views and information in a coherent and well-structured way;
- engage in an academic discussion and respond to questions in a relevant and appropriate way;
- communicate clearly and fluently in English, using appropriate technical terms and vocabulary.

1.2 Process

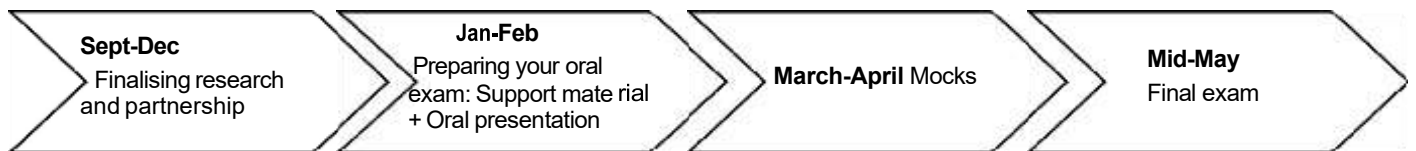
- In class, two hours every other week, co-taught by a HG teacher and an ACL teacher;
- At home, complete activities / your journal; work on your project.

1.3 Timelines

In 1ère



In Terminale



1.4 Evaluation

Students will be assessed on the following skills through Première and Terminale and during the final exam.

2. Themes

Thinking about society	Inhabiting the world	Building a common future
• Understanding how societies are structured and evolve • Understanding the functioning of the State, analysing the life of institutions • Developing a personal and critical view of developments in society	• Sharing Spaces • Moving around • Cultural and linguistic diversity	• Protect, conserve, improve • Seeking ways to achieve sustainable development • Innovate, create, evolve

3. Possible topics

Theme 1 – Thinking about society

Understanding how societies structure and evolve	Understanding the functioning of the State, analysing the life of institutions	Building a common future
- The notion of social class in the UK: a central role in British society? - The impact of colonialism/post-colonialism: towards a multicultural society? - British education systems	- The British constitutional monarchy and the rule of law - Devolution: origins and effects in Scotland, Wales and Northern Ireland - The UK and international partnerships (the Commonwealth; the special relationship with the US; European links)	- The role of the media and social networks (freedom and ownership of the press: BBC, tabloids, etc) - Counter-culture and protest movements in the UK; Establishment/Anti-Establishment; humour and sat-ire in social criticism, the media, the political world - British cultural production (fiction, cinema, series, arts) and its worldwide influence

Theme 2 – Inhabiting the world

Sharing spaces (living, working, leisure...)	Moving around	Cultural and linguistic diversity
- Territorial and demographic disparities. - Geopolitics of the United Kingdom: Global Britain? Representations and issues (borders, independence). - Socio-spatial distribution and division in British cities	- The United Kingdom and migration issues. - The British abroad: travel, exploration, tourism, expatriation. - Transport and connectivity: roads, canals, railways, motorways, commuting...	- Linguistic, cultural and ethnic diversity in the UK. 'British? the notion of national identities in the UK

Theme 3 – Building a common future

Protect, conserve, improve	Seeking ways to achieve sustainable development	Innovate, create, evolve
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• The United Kingdom between tradition and modernity (protection of heritage, preservation of traditional	• British political ecology; management and design of spaces and	• Geography and players in innovation in the UK • Innovation in the UK: entrepreneurship, the
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cultures, architectural developments, etc) • Industrialisation and post-industrialisation at the heart of the evolution of British society: from the industrial revolution to the Welfare State and the post- industrial era • Environmental protection in the UK: the role of the State, local authorities and associations	the environment (Green Belt) • Natural resources: exploitation and preservation • The power of the citizen as consumer; the action of pressure groups and organisations • New modes of consumption; recycling and degrowth	role of universities and the state • Technological innovation in the UK: artificial intelligence, health, cyberspace, the space industry, etc • Mediating and anticipating the future through the arts, including the visual and applied arts (creative industries)
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4. Resources

4.1 What counts as a resource?

A successful CDM project will contain research from a wide variety of relevant resources. Depending on the nature of your project you may have a different set of resources to other students. Some students may use only secondary resources. For others, their main sources will be primary resources. Some will only use books and academic articles, some will refer to interviews, pictures...

Primary/secondary source:

Primary sources involve some form of direct collection of data – result of interviews or fieldwork. Secondary sources are produced by scholars, journalists/ authors referring to events or data collection after the events or data collection have happened.

For example, a student working on “*Urban regeneration in the UK*” should use results from his/her own survey in a city of his/her choice (interviews/pictures...) = primary resources + academic articles whereas a student working on “Female gaze in 21st British Literature will mainly refer to books and academic articles = secondary resources.

- ☐ **All students must use, at least, a primary source of information related to their partnership.**

4.2 Resource evaluation tables and triangulation

Before making any use of a key resource, it is vital that you evaluate its relevance. To do so, you are encouraged to use the **RAVEN method** and **triangulation** you will report in your research log.

R: Reputation of the newspaper, author, office.../ particular political point of view ...

A: Ability to observe: Is the author writing from first-hand experience? Do research on his biography/academic background...

V: Vested Interest: Is the author, or more likely the person paying them to write the book/article, trying to “sell” a particular point of view? Be aware of potential commercial influence.

E: Expertise: Check your partners/authors’ career and qualifications. Do not hesitate to check the credentials

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of any “experts” cited by an author in a book or article.

N: Neutrality or bias: Is there anything influencing the author? Strong feelings about religion, feminism...Who was the intended audience when the piece was written? Does the author use emotive language or make unreferenced assertions?

Always, make a difference between a biased and an unreliable point of view.

Do not dismiss a resource as being biased just because the author is writing on a particular side of a debate BUT be aware of the possibility of bias. Unreliable sources deal with false data to brainwash you.

Triangulation: When a secondary source provides facts and figures, you should try and find an independently written source to check this information. This checking refers to “triangulation”. Authors writing from within or outside a country may have different points of view. Authors with different political/religious/ socio-economic/ beliefs will also have different points of views. You should always double, and as far as possible, triple check your sources and consider the different points of view on your topic.

4.3 Useful resources

Books

Search engines

Google

[Google Scholar](https://scholar.google.com/)



Newspapers



- *The Sun*: A popular tabloid known for its sensationalist reporting and celebrity news. <https://www.thesun.co.uk/>
- *The Daily Mail*: Another tabloid with a focus on celebrity news, human interest stories, and right-leaning political commentary. <https://www.dailymail.co.uk/>

- *The Guardian*: A left-leaning broadsheet known for its in-depth reporting, investigative journalism, and focus on social and environmental issues. <https://www.theguardian.com/uk>
- *The Times*: A centre-right broadsheet with a reputation for serious reporting and analysis of political and economic events. <https://www.thetimes.co.uk/>
- *The Daily Telegraph*: A right-leaning broadsheet with a focus on politics, business, and culture. <https://www.telegraph.co.uk/>
- *The Independent*: A politically independent newspaper known for its balanced reporting and international focus. <https://www.independent.co.uk/>
- *Financial Times*: A leading global business newspaper with a focus on financial and economic news. <https://www.ft.com/>

Magazines

- *The Economist*: A weekly magazine offering in-depth analysis of international current affairs, politics, and business. <https://www.economist.com/>
 - *New Scientist*: A weekly science and technology magazine covering the latest developments in research and innovation. <https://www.newscientist.com/>
 - *Private Eye*: A fortnightly satirical and investigative magazine known for its humorous take on current events and its fearless journalism. <https://www.private-eye.co.uk/>
 - *Prospect*: A monthly current affairs and culture magazine offering in-depth analysis and commentary on a wide range of topics. <https://www.prospectmagazine.co.uk/>
 - *The Spectator*: A weekly political and cultural magazine with a conservative viewpoint. <https://www.spectator.co.uk/>
 - *Vogue*: A leading fashion and lifestyle magazine showcasing the latest trends in fashion, beauty, and culture. <https://www.vogue.co.uk/>
- ☐ This list is a good starting point to explore the diverse landscape of British media and engage with different perspectives on current events and cultural issues.

Media

[Home - BBC News](#)

[Slate Magazine - Politics, Business, Technology, and the Arts](#)

[Politics, Policy, Political News – POLITICO](#)

<https://1310002r.esidoc.fr/>

- Go to Cafeyn for a vast array of media resources in French and English.

Official websites

Governmental Institutions:

- UK Parliament: The primary legislative body in the UK, offering access to Hansard (official transcripts of parliamentary debates), legislation, research papers, and more <https://www.parliament.uk/>
- UK Government: The central government of the United Kingdom, providing information on policies, departments, and initiatives. <https://www.gov.uk/>

- National Archives: The official archive and publisher for the UK government, preserving and providing access to historical records and documents. <https://www.nationalarchives.gov.uk/>
- Office for National Statistics (ONS): The UK's largest independent producer of official statistics, providing data on the economy, population, and society. <https://www.ons.gov.uk/>
- British Library: The national library of the UK, holding a vast collection of books, manuscripts, and other materials. <https://www.bl.uk/>

Non-Governmental Institutions (NGOs):

- The Wellcome Trust: A global charitable foundation supporting research and engagement in science, health, and the humanities. <https://wellcome.org/>
- The British Red Cross: A humanitarian organisation providing support in the UK and overseas during emergencies and crises. <https://www.redcross.org.uk/>
- Oxfam: An international confederation of organisations working to end poverty and injustice. <https://www.oxfam.org.uk/>
- Amnesty International UK: A human rights organisation campaigning for justice and equality worldwide. <https://www.amnesty.org.uk/>
- Cancer Research UK: The world's largest independent cancer research organisation. <https://www.cancerresearchuk.org/>
- The National Trust: A conservation organisation protecting historic buildings, gardens, and landscapes. <https://www.nationaltrust.org.uk/>

Also worth exploring:

- Think tanks and research institutions;
- Professional bodies and associations;
- Local authorities and councils.
- [JSTOR Home](#)

- **Remember: It is important to evaluate critically any information you find, considering the source, potential bias, and date of publication.**

Statistics and data

Governmental and official statistics websites:

- Office for National Statistics (ONS): The primary source for UK statistics, covering a broad range of topics including population, economy, health, and more. <https://www.ons.gov.uk/>
- Data.gov.uk: UK Government's open data platform, providing access to datasets from various public sector organizations. <https://data.gov.uk/>
- Eurostat: The statistical office of the European Union, providing data on EU member states and other countries. <https://ec.europa.eu/eurostat/>
- World Bank Open Data: Free and open access to global development data, including economic, social, and environmental indicators. <https://data.worldbank.org/>
- UN Data: A central repository for international statistics and data from the United Nations system. <https://data.un.org/>

Other reputable sources:

- Our World in Data: A non-profit organization that presents research and data on global development trends in an easily understandable format. <https://ourworldindata.org/>
- Statista: A comprehensive statistics platform offering data on various industries, consumer markets, and social trends. (Some data may require a subscription) <https://www.statista.com/>
- Pew Research Center: A nonpartisan fact tank that provides information on social issues, public opinion, and demographic trends. <https://www.pewresearch.org/>
- Gapminder: A non-profit foundation dedicated to making data more accessible and understandable through interactive visualizations. <https://www.gapminder.org/>

Specialised data repositories:

- UK Data Service: A comprehensive collection of social and economic data for research and teaching. <https://ukdataservice.ac.uk/>
- OECD Data: Statistics and data from the Organisation for Economic Co-operation and Development (OECD) on various economic and social indicators. <https://data.oecd.org/>
- World Health Organization (WHO) Data: Global health data and statistics from the World Health Organization. <https://www.who.int/data>

Tips:

- Start with broad searches: Use general search terms related to your topic and explore the results on the websites listed above.
- Refine your search: As you gather information, use more specific search terms and filters to find relevant and targeted statistics.
- Evaluate data quality: Always consider the source, methodology, and potential biases when using any statistical data.
- Cite your sources properly: Make sure to properly cite any statistics you use, including the website or institution where you found the data.

4.4 AI and plagiarism

As you embark on your research project, it is crucial that you understand the importance of academic integrity and the ethical use of resources, including Artificial Intelligence (AI) tools.

Understanding plagiarism

Plagiarism is the act of presenting someone else's work, ideas, or words as your own without proper attribution. It includes:

- Copying text, ideas, images, or data from any source without proper citation;
- Submitting work that is not your own, including that generated by AI tools;
- Paraphrasing or summarizing another's work without giving credit.

Plagiarism undermines the learning process, devalues your work, and is considered a serious academic offense. All sources used in your research project must be accurately cited and referenced according to the appropriate academic style.

Using AI tools

While AI tools such as ChatGPT or other text-generating programs can be useful for research, idea generation, or refining your writing, they must be used responsibly and ethically. Misuse of these tools can include:

- Submitting AI-generated content as if it were your own original work;
- Over-relying on AI for research or writing, leading to a lack of genuine engagement with your topic;
- Failing to acknowledge the use of AI in your research process.

Using AI to shortcut your work not only jeopardises the authenticity of your project but can also lead to accusations of plagiarism.

Plagiarism and the unethical use of AI tools are taken very seriously and may result in disciplinary actions and the rejection of your project.

[Gemini - Discutez pour donner vie à vos idées \(google.com\)](#)

[ChatGPT | OpenAI](#)

Best practices for academic integrity

- Be original: Ensure that your work reflects your own understanding, analysis, and creativity;
- Cite sources: Always give credit to the authors and sources you consult. Use proper citation styles consistently;
- Use AI wisely: If you use AI tools, do so to supplement your work, not replace your critical thinking and original contributions. Acknowledge any AI assistance where relevant;
- Seek guidance: If you are unsure about how to properly attribute a source or use AI, consult your teachers.

5. Completing a research log

What is a research log?

A research log is a comprehensive report on a source of information.

Example:

Is the USA in another East-West hostility “war” similar to the Cold War or something quite different?

Date	July 1 st 2025
Source: Author, title, Publisher, Year, Pages, ISBN or web source	Fukuyama, F. <i>The end of history and the last man</i>. Penguin Books. (1992). ISBN 978-0-02-910975-5
Author – an expert? Important text?	Francis Fukuyama; yes, university professor; yes, one of the most discussed history books of the 1990s. Francis Fukuyama (born 1952) is an American political scientist, philosopher, and professor at Stanford University. He is best known for his 1992 book <i>The End of History and the Last Man</i>, in which he argues that liberal democracy represents the final stage in mankind's ideological evolution. A former analyst at the U.S. State Department, Fukuyama has written extensively on political order, identity, nationalism, and the challenges facing modern democracies.
Value? Importance? Relevance?	After USSR collapsed (1991), Fukuyama, suggests (1992) that humanity had reached the end of history and ideological animosity, that Western Liberal Democracy had proven the better system during the Cold War, and that this one ideology was an endpoint of human development and progress, and it alone would become world-wide. (He was criticized for not considering the impact and influence of religious fundamentalism, but not because he failed to see a new episode in poor relations between the USSR & USA) In <i>The End of History and the Last Man</i> (1992), Francis Fukuyama argues that the collapse of communism signaled the triumph of liberal democracy as the final form of human government. Drawing on Hegelian philosophy, he suggests that history, understood as ideological evolution, has reached its endpoint. Fukuyama contends that liberal democracy satisfies both the material and spiritual needs of individuals, ending humanity's search for alternative political systems. However, he warns that boredom, inequality, and a lack of struggle may undermine this "last man" world, leaving it vulnerable to nihilism or authoritarian resurgence. The work remains widely debated and controversial.
How I plan to use this source. Does it answer questions related to my topic and/or lead to more questions?	As a starting point in the project: it helps to show that 30 yrs ago many experts did not foresee East-West antagonism-conflict as likely. How to Mobilize Fukuyama's Ideas: 1. Claim of Ideological Convergence (or its limits): ○ Fukuyama argued that no viable ideological alternative to liberal democracy remained after the Cold War. ○ Today's Russia and China do not propose universal ideologies that rival liberal democracy in the same way as Marxist–Leninism once did. ○ So while tensions exist, they may be post-ideological, rooted in power competition rather than systemic alternatives. 2. Critique or Nuance: ○ I can challenge Fukuyama by arguing that China's model (state-led capitalism + authoritarian governance) may represent a new ideological challenge, especially in the Global South.

	- Or, I might argue that internal decay within liberal democracies—polarization, inequality, technocratic disillusionment—makes Fukuyama's "end" look increasingly reversible. 3. The "Last Man" dilemma: - Fukuyama warned that liberal democracy could stagnate without struggle, breeding apathy and nihilism. - Could one argue that the USA's renewed international assertiveness is a way to recover meaning and purpose—a kind of search for struggle to overcome decadence? - In this view, "Cold War II" is a psychological or civilizational response, not just a geopolitical necessity.
Partner	Ex. I've found an English academic working on this topic. I've sent an email to him... Waiting for his/her response...

Template

Date	
Source: Author, title, publisher, Year, Pages, ISBN or web source	
Author – an expert? Important text? Impact?	
Value? Importance? Relevance?	
How I plan to use this source. Does it answer questions related to my topic and/or lead to more questions?	
Partner	



Study at least two sources every two weeks



6. Writing a bibliography

A bibliography is a structured list of sources you have used for your project. These include sources you may have referred to or quoted in your essay but also any work you may have read/watched/listened to whilst preparing or researching the essay. You should start writing your bibliography as soon as you begin your research on your project in 1ère and complete it **regularly** using your research log. Record the main sources you used including books, articles, videos, pictures...

Bibliography is often a place that markers look at first, as it gives them a good feel for the quality of your research and the care taken with the assignment, so it is worth getting it right. It gives the author credibility, lets their readers know where the author found the information and gives credit to other authors who have previously written various works (to avoid plagiarism).

To do so, follow the formatting rules below.

6.1 Direct quotation, paraphrasing and referencing

There are different styles of referencing. Parenthetical systems such as the Harvard style are more convenient than footnotes or endnotes.

“Quotation” (Surname of the author, year of publication of the source, page number if applicable). *The note in brackets refers to the complete reference in the bibliography.*

Long quotations are generally held to be longer than three lines. These are laid out in a separate paragraph of text and indented. No inverted commas/quotation marks are included.

You can also rephrase the sentence, in this case you do not use quotation marks as you use your own words, yet you must mention the in-text citation.

6.2 How to organise your bibliography

Your bibliography can be arranged by content types: books, journal articles, websites, etc.

Use the alphabetical order of author surnames within each category.

If there are 2 or 3 authors, quote them all in the order used in the source. If there are 4 authors or more: First Author's Last name, Initials. *et al.* (et al. means “and others”).

The author may be a corporate author. Example: Department of Agriculture, Food and Rural Development.

Book

Author/Editor Last name, Initials. (Year) *Title*. Edition. Place of publication: Publisher.

For a translated book: Author/Editor Last name, Initials. (Year translation published) *Title*. Translated by translator(s) Initials and Last name. Place of publication: Publisher.

- Ex: Shalloway, A., Murphy T. and Trott, J. (2001) *Design patterns explained: a new perspective on object-oriented design*. 3rd edn. London: Addison Wesley.
- Ex : Kafka, F. (2016) *Metamorphosis*. Translated by M. Hoffman. London: Penguin Books.

Print journal article

Author Last name, Initials. (Year) 'Article title', *Journal Title*, Volume (Issue), pp. page numbers.

E-journal article

Same rules apply. Add at the end: Available at: URL (Accessed Day Month Year)

- For the latter, write the date when you first consulted the article.

Newspaper article

Author(s) Last name, Initials. (Year) 'Article title', *Newspaper Title*, date, page numbers. If it is online, add: Available at: URL (Accessed Day Month Year).

Website

Website author. (Year published/Last updated) *Title of internet site*. Available at: URL (Accessed Day Month Year)

If no author is mentioned: simply use the website name, e.g. (Website name, Year). If no date is mentioned, write 'no date', e.g. Website author (no date).

Social media

Author's surname, Initials. (Year of post) 'Title of post' [Instagram, or FB, or podcast, etc]. Day Month of tweet/post. Available at: URL (Accessed Day Month Year).

Image or and photograph

Photographer/Creator surname, Initial(s). (Year) *Title of image/photograph* [Photograph/Image]. Place of publication: Publisher.

Film or TV

Title of film (Year of distribution) Director [Format]. Place of distribution: Distribution company.

YouTube video

Surname of person posting video. (Year video posted) Title of film or programme. Available at: URL (Accessed Day Month Year).

Streaming services (Netflix, Amazon Prime)

Title of film (Year of distribution) Directed by. DOI or Available at: Name of streaming service (Accessed Day Month Year).

'Title of episode' (if known) (Year of original broadcast) *Title of Series*, Series/Season, episode number. Production company. Available at: Name of streaming service (Accessed Day Month Year).

Music

Composer's surname, Initials. (Year) *Title of score*. Notes. Place of publication: Publisher.

Encyclopedia or dictionary (online)

Author surname, Initials. (Year) 'Entry title' in Editor's surnames Last name, Initials (eds) *Title*. Series and volume. Available at: url (Accessed day month year).

Encyclopedia or dictionary (print)

Author surname, Initials. (Year) 'Entry Title', in Editors Last name, Initials (eds) *Title*. Edn. Place of publication: Publisher. Series and Volume (if available).

Email

Sender surname, Initials (Year of message) Email to name of recipient, Day Month of communication.

Table, Illustration, and Diagram

Author surname. (Year) *Title of book*. Place of publication: Publishing company, Page of illustration/diagram/table, illus./fig./table.

Government agency publication

Name of government department (Year) *Title*. Place of publication: Publisher (Series if applicable). Available at: URL [Accessed Day Month Year].

Interview

Surname, initials of person interviewed. (Year of interview) 'Title of the interview (if any)'. Interview by/with Interviewer's First name surname, *Title of publication*, Day Month of Publication, page numbers if present.

Personal communication

Sender/speaker/author, Initials. (Year) Medium of communication with/to Receiver of communication, Day Month.

7. **Conducting a partnership**

7.1 **How to find a partner**

Ministère de l'Éducation nationale et de la Jeunesse - Décembre 2022 – ADAPTED

The partner can take multiple forms:

Institutional (diplomatic representations, foreign government institutes dedicated to cultural co- operation, local authorities, etc.); educational (secondary schools in the cultural area of the language studied, establishments under French education abroad, universities); cultural (muse- ums...); commercial (chambers of commerce, companies...); charitable (foundations, non-governmental organisations (NGOs); private companies from startups to multinationals etc.

Brainstorm contacts

Make a list of known or potential partners using the ideas above. Don't hesitate to use your own network of contacts. Contacts can be of ANY age and from any walk of life. They can be people your age.

Make your own mind map of contacts. Narrow these down based on your list of potential partners. Don't jettison any potential partners – they may be useful for other students.

The aim is to create a potential pool of partners that could be used by a range of students, depending on the project they have chosen.

It is possible to share partners, i.e. one partner for several students. It is also possible to have more than one partner. Even if contact is minimal, e.g. one or two phone calls/ answering a questionnaire/ helping with research, you can still classify the contact as a partner! But in such cases, it is best to reach out to several different contacts.

7.2 **Writing to a potential partner.**

Useful phrases for formal letters

Greeting

- name unknown: Dear Sir/Madam
- name known: Dear Mr.. /Dear Mrs.../Dear Ms...

Reason for writing

- I am writing to. I am writing with regards to...

Asking questions

- I would be grateful if... I wonder if you could...

Referring to their letter

- As you stated in your letter.. Regarding/Concerning..

Closing expressions:

- I look forward to hearing from you.

Signing off:

- If Dear + name: Yours sincerely,
- If Dear Sir/Madam: Yours faithfully,
- If you have already had some contact with the partner: Kind regards.

General advice

You should neither be overly effusive (obsequious) nor casual. In other words, you should ensure an appropriate tone, showing respect but also friendliness and humility.

You should include:

- Your name and SCHOOL address in the top left-hand corner.
- The name of the contact person (if you have one) and the company address in the top right-hand corner.
- A first paragraph should explain briefly why you are writing, who you are, what you are studying, where you are studying and why you are making contact.
- A second (and third) paragraph should explain why you are contacting this company, what you have been researching and the ideas you have for your "key question", even if these are likely to change and evolve.
- A third (and fourth if necessary) paragraph should suggest how you might like to work with the partner and give some options for a first meeting. Keep this paragraph very open and fluid and make sure you are not too demanding on the partner, at least to start with. Give the partner as many options as possible for an initial meeting: Teams, phone, email exchange, physical encounter if possible.

Template letter to a potential partner

[Your Name]
[School Address]

[Partner Name]
[Partner Address]

[Date]

Dear [Title + Surname],

I am writing to inquire about the possibility of forming a partnership with you as part of a school-based research project. I am currently a student in the bilingual British International Section (BIS) at the Lycée Français Jean Monnet in Brussels.

As part of the *French International Baccalaureate* (Baccalauréat Français International), Year 12 (*Première*) BIS students are required to complete a project on a contemporary global issue in collaboration with a professional organisation. This work forms part of a course called *Connaissance du Monde* ("Global Perspectives"), the aim of which is to research and present a study on a current topic of social, cultural, or scientific significance for a final examination in June 2026.

Reflecting my personal interests, I am considering a project on [insert theme, e.g. *digital transformation in healthcare*]. I was particularly interested to read on your website [insert specific reference, e.g. *about your programme to reach less connected communities in Lancashire and South Cumbria to ensure effective patient care*]. It seems that your [organisation/company/association] is at the forefront of [research/innovation/initiatives] in this field, which aligns closely with my intended research focus.

Please rest assured that this collaboration would be designed to respect your time and availability. After an initial discussion—either online or in person—we could agree on a timeline that suits you best.

If you would be open to this, I would be very grateful if you could let me know of your availability for an initial meeting. I am generally available [insert times/days].

Thank you very much for considering my request. I look forward to the possibility of working with you.

Kind regards,
[Your Name]
British International Section
Lycée Français Jean Monnet, Brussels

8. **Creating a supporting portfolio or PowerPoint presentation**

Make a draft:

- Brainstorm and organise your ideas;
- Find visuals that can enhance your points (pictures, maps, graphs...);
- Think of the number of slides you will need to create (stick to a minimum).

Slideshow layout

- Be consistent when choosing a style;
- Balance text and image;
- Pick an easy-to-read font;
- Use bullet points;
- Think about colours and avoid bright ones.

Slideshow structure

- Title => 1 slide;
- Introduction => 1 slide;
- Essential points => more or less 1 slide per idea, using the same layout, label when using charts or graphs and add sources;
- Conclusion => 1 slide;
- Q&A => 1 slide if needed.

Use the right visuals

- Images should be of high quality;
- Videos should not exceed two minutes;
- Graphs and charts should not be overloaded with information;
- Animated transitions: keep them simple and formal.

Final touches

- Proofread;
- Save your presentation on a practical drive.

Bear in mind that your supporting portfolio or PowerPoint will not be evaluated!

9. **Preparing for your oral presentation**

The **20-minute oral exam** is the culmination of the two-year CDM course and requires **well-honed speaking skills**.

In brief

You will present your research project to **two examiners** from the school who will not be your Connaissance du Monde teachers. The exam will last 20 minutes, with **no prior preparation**. You will first **speak uninterrupted** as you present your research for 10 minutes, then there will be a 10-minute **discussion**. Your supporting documents (portfolio or PowerPoint) will not be evaluated.

Presentation content

Be prepared to **retrace your research process**. How did you choose your research question? How is it linked to the syllabus? What was your approach and methodology? You will be expected to evaluate your sources and their perspectives, discuss your collaboration with your research partner, and generally show self-awareness: what have you learnt from the project? How has your project shaped your intercultural awareness and values?

Project confidence

Your overall attitude should be **professional** and **engaging**. Make polite eye contact and feel free to use your hands for emphasis but avoid pacing up and down or gesticulating widely as this could be distracting. Nerves can be managed with controlled breathing and careful preparation.

Clear, precise, formal

Make sure you speak **precisely**, using technical language whenever appropriate. Be wary of jargon, however: remember that your examiners will probably not be specialists in your chosen subject area and will expect you to explain complex ideas simply. It is crucial you use a **formal register** and **avoid colloquialisms**. **Finish every sentence, avoid repeating yourself, be mindful of grammar and syntax and enunciate clearly**. Pay particular attention to **long and difficult words** – check their pronunciation in advance and practice!

Manage your time

During the first part of the exam, **be very rigorous with time management**. A presentation that is either too long or too short will create an unfavourable impression and will lead the examiners to either cut you short or to devote more time to the second part of the exam, the Q&A.

Speak at a **natural pace** and remember to **include short pauses** to make your content engaging and easier to process. Resist the urge to cram in as much material as you can into the allotted time.

Question time

The second part of the examination will take the form of a **discussion** with your two examiners. Maintain your focus for this part, which is as important as the first and needs to be carefully anticipated. You may be asked to **clarify, deepen or expand** on certain aspects of the presentation. While there will be no trick questions, you will be expected to **provide further evidence of what you have learnt**.

Practice is key

Regular and careful rehearsing, both in class and at home, will help you adjust and improve your presentation for length, structure and clarity. It will also make you more confident about content. Resist the temptation to rote-learn a pre-written text as this will cause you to sound mechanical. Aim for a **fluent, spontaneous and lively** delivery.

MARKING SCHEME - Key Point Descriptors

Note: The Key Point descriptors below describe typical features of work at each Key Point. It is not expected that all the listed features of a given Key Point should be present in order for it to qualify for a mark within that Key Point. For example, an answer may exhibit some features that suggest Key Point 17 and others that suggest Key Point 14; its qualities should be balanced and it should be awarded the Key Point that offers the ‘best fit’.

Very Good: 17-20 or Key Point 17

Candidates present a clearly defined and focused research question that specifically addresses one or more key themes of Connaissance du Monde. There is evidence of extensive and detailed research, covering a wide range of relevant resources.

Candidates offer a well-considered evaluation of the strengths and limitations of their engagement with an international partner along with a sophisticated evaluation of the impact of the project in developing their own learning, personal perspectives, and values. They exhibit highly effective research skills, displaying very good use of research methods, including a well-considered critical evaluation of source material.

Candidates also offer a sophisticated critical evaluation of perspectives and the evidence on which they are based, demonstrating strong intercultural awareness and understanding.

English is used expressively, subtly, and precisely, allowing natural and flexible interaction with examiners. Candidates produce very well-devised and structured presentations with highly effective delivery and well-directed supporting material. They provide detailed and well-developed responses to questions and offer convincing and well-substantiated judgments.

Good: 14-16 or Key Point 14

Candidates present a well-defined research question that addresses one or more key themes of Connaissance du Monde. There is evidence of good research, covering a range of relevant resources. Candidates engage in thoughtful reflection on the strengths and limitations of their engagement with an international partner, offering thoughtful analysis of the impact of the project in developing their own learning, personal perspectives, and values. They demonstrate effective research skills with a good use of research methods, including thoughtful analysis and evaluation of source material.

They also engage in thoughtful analysis of perspectives and the evidence on which they are based, demonstrating clear intercultural awareness and understanding. English is used securely and effectively, allowing for flexible and precise communication.

Candidates deliver well-devised and structured presentations with effective delivery and use of relevant supporting material. They provide thoughtful and developed responses to questions and offer considered and well-substantiated judgments.

Satisfactory: 10-13 or Key Point 11

Candidates present a reasonably well-defined research question that relates to one or more key themes of Connaissance du Monde. There is evidence of some research, covering a satisfactory range of resources. Candidates engage in some informed reflection on the strengths and limitations of their engagement with an international partner along with some analysis of the impact of the project in developing their own learning, personal perspectives, and values. They demonstrate some evidence of appropriate research skills, with satisfactory use of research methods, including some sound analysis of source material. They also engage in some analysis of perspectives and the evidence on which they are based, demonstrating some intercultural awareness and understanding. English is generally clear, enabling candidates to convey basic

ideas and permitting some purposeful interaction. Candidates maintain a simple but clear presentational structure and delivery, with some appropriate use of supporting material. They demonstrate some ability to frame responses to questions and offer some judgments.

Weak: 0-9 or Key Point 8

Candidates present a vague research question that only partially relates to one or more key themes of Connaissance du Monde. Candidates present limited evidence of research. They offer limited reflection on the strengths and limitations of their engagement with an international partner. They provide limited analysis of the impact of the project in developing their own learning, personal perspectives, and values. They demonstrate basic research skills, with basic use of research methods, including limited analysis of source material. They provide limited analysis of perspectives and the evidence on which they are based, with limited intercultural awareness and understanding. Candidates use English that may impede communication and limit interaction, with control of language inhibiting clear communication of ideas. They produce poorly devised and structured presentations with poor delivery and limited use of supporting material. They provide limited responses to most questions and offer very limited judgments, often consisting of assertions.