

France

Full Review

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Aim and purpose

- What is the stated aim and purpose of this stage of education, e.g. linked to entry to higher education, the world of work; a broad aim of personal and societal enrichment etc.?
- Are these aims and purposes influenced by an overarching national plan for education or do they reflect the influence of international organisations such as the OECD?

The *Code de l'Éducation* (Education Code) (Légifrance, 2017a) outlines the main purposes and principles of the education system in France. It determines that compulsory education (ages six to 16) should allow all pupils the opportunity to develop 'a common foundation of knowledge, skills and culture' – known as the *socle commun (de connaissances et de compétences)*. The *socle commun* is divided into five key areas which are intended to provide students with the knowledge and skills to be able to continue their studies, develop their personal and professional futures, and actively participate in society. They are:

- languages to think and communicate
- methods and tools to learn
- forming a sense of self and citizenship

- natural and technical systems
- representations of the world and human activity.

With regard to upper secondary education, the Code states that it should build on lower secondary education, develop students' general culture and knowledge, and provide them with the foundations for further study and employment. Through the three educational pathways available - general, technological and professional – upper secondary education aims also to offer students a pathway that responds to their individual profile and talents and so enables them to fulfil their potential.

The aims and purposes of upper secondary education do not appear to reflect any specific influence from international organisations such as the OECD. Changes have though taken place

in upper secondary education in recent years in response to concerns over the numbers of students failing upper secondary education and /or leaving early without a qualification. In 2010, for example, the Government reported that over 50,000 students each year were leaving upper secondary education without having achieved the *baccalauréat* qualification (see the subheading 'Available pathways / programmes'), and that one in every two students achieving the *baccalauréat* and going on to university was failing their first year in higher education (Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche, 2010a and 2010b).

The reforms aim to improve qualification levels and reduce drop-out rates; enable students to make better, more informed decisions with regard to their chosen upper secondary pathway and

their destinations on completing upper secondary education; better support upper secondary students through the provision of tailored help and assistance; and better prepare students for employment and further studies through the provision of a more rounded education.

Structure of the education system

- How is upper secondary provision for students structured, e.g two-year / three-year / varied approach; around subjects or broad areas of learning; broad/comprehensive or specialised / narrow in focus?
- When does compulsory education end?
- What is the age profile of students in this stage of education?
- How well does the structure of the system reflect the stated aim as outlined above

Upper secondary provision in France comprises the final three years of school education, Years 10-12:

Year	Age range	School Level
Pre-primary (<i>école maternelle</i>)	Age 2/3 - 6	Pre-primary
Year 1 (<i>CP</i>) (<i>cours préparatoire</i>)	Age 6-7	Primary
Year 2 (<i>CE1</i>) (<i>cours élémentaire 1</i>)	Age 7-8	Primary
Year 3 (<i>CE2</i>) (<i>cours élémentaire 2</i>)	Age 8-9	Primary
Year 4 (<i>CM1</i>) (<i>cours moyen 1</i>)	Age 9-10	Primary
Year 5 (<i>CM2</i>) (<i>cours moyen 2</i>)	Age 10-11	Primary
Year 6 (<i>sixième</i>)	Age 11-12	Lower secondary
Year 7 (<i>cinquième</i>)	Age 12-13	Lower secondary
Year 8 (<i>quatrième</i>)	Age 13-14	Lower secondary
Year 9 (<i>troisième</i>)	Age 14-15	Lower secondary
Year 10 (<i>seconde</i>)	Age 15-16	Upper secondary
Year 11 (<i>première</i>)	Age 16-17	Upper secondary
Year 12 (<i>terminale</i>)	Age 17-18	Upper secondary

Compulsory education is from age six to age 16, that is from Year 1 (*CP, cours préparatoire*) to Year 10 (*seconde*), the first year of upper secondary education.

The upper secondary phase aims to be responsive to individual student needs, offering a range of pathways, each with a number of different routes, and the possibility of transfer between them.

Available pathways / programmes

- What pathways / programmes are available to students - academic / vocational / professional / flexible?
- At what stage are decisions about the student choice of pathway finalised and who has an input into these decisions?
- Where do these pathways lead - entry to higher education; accreditation for professional life; further training?
- What percentage of the overall cohort of students progress through each pathway?
- How many students progress to higher education / further education / workforce / apprenticeships?

There are three main pathways in upper secondary education:

- the general pathway, which leads to the general baccalauréat qualification and prepares students for further study, including higher education
- the technological pathway, which leads to the technological baccalauréat (or other technological diplomas) and prepares students for further study, including higher education
- the vocational / professional pathway, which mainly prepares students for employment by developing general and professional skills in a variety of sectors, but also allows them to undertake further study.

The general and technological pathways are provided in the (combined) general and technological upper secondary school (the *lycée d'enseignement général et technologique, LEGT*), and the vocational / professional pathway is provided in professional *lycées*.

General or technological pathways last three years, beginning in the final year of compulsory education

(Year 10, age 15-16, in the *seconde*) and extending into Years 11 and 12 of post-compulsory upper secondary education in the *première* and *terminale* respectively. They follow the same general structure:

Year 10 (<i>seconde</i>)	the 'initiation' cycle
Year 11 (<i>première</i>)	specialisation and preparation for
Year 12 (<i>terminale</i>)	the <i>baccalauréat</i>

In the initiation cycle (Year 10, age 15-16), all students, regardless of their intended pathway (general or technological *baccalauréat*), study a variety of subjects. **The aim is for them to study a range of subjects in the fields of literature, art, science and technology, further exploring and developing their skills and aptitudes**, and to use this as the basis on which to make their final decision on their

preferred pathway for the final two years of upper secondary education.

Those students selecting a **general pathway** follow one of three routes in Years 11 and 12 (*première* and *terminale*) (ages 16-18):

- literary
- scientific
- economic and social.

All lead to a general baccalaureate qualification (*baccalauréat général* - a level IV qualification on the [National Qualifications Framework, RNCP](#)) at the end of Year 12 (age 18). These students generally go on to further study, either at university or in a preparatory class leading to the *grande école* (highly selective higher education institution).

Those students selecting a **technological pathway** follow one of eight routes in Years 11 and 12 (ages 16-18):

- management and administration (known as *STGM*) - prepares students for further study, including gaining professional qualifications, enrolling in a preparatory class or studying at university
- design and applied arts (*STD2A*) - prepares students for higher education courses in art and design
- industry and sustainable development (*STI2D*) - prepares students for further study, including gaining professional qualifications or an engineering degree from a *grande école*
- laboratory work (*STL*) - prepares students for employment, but also allows them to undertake further study, including gaining professional qualifications
- health and social care (*ST2S*) - prepares students for employment in the social care sectors, but also allows them to undertake further study to gain professional qualifications
- music and dance (*TMD*) - prepares students for higher education or for entry to a college of music or school for the performing arts
- hospitality - prepares students for employment, but also allows them to undertake further study, including gaining professional qualifications
- hospitality and catering (*STHR*) - prepares students for employment.

All routes lead to the technological baccalaureate (*baccalauréat technologique* - a level IV qualification on the National Qualifications Framework, RNCP), either at the end of Year 12 (age 18), or with an additional year of study after Year 12.

Note: Students may also study for a technological baccalaureate in agronomics and agricultural engineering (known as *STAV*), which prepares them for further study. This course is only offered in specialist agricultural / agronomics *lycées*.

Note: The hospitality and catering route will have entirely replaced the hospitality route by the 2017/18 school year.

Two main routes are available for students selecting the **vocational / professional pathway**:

- They may work towards the *certificat d'aptitude professionnelle*, *CAP* qualification (the certificate of professional aptitude). This is a Level V qualification on the National Qualifications Framework, which is studied in Years 10-11, ages 15-17, and prepares students for employment. Students following this pathway choose to study one of around 200 route specialisations and can attend a *lycée professionnel* (professional / vocational upper secondary school), a *lycée professionnel agricole* (professional agricultural upper secondary school), or a *centre de formation d'apprentis* (an apprentice training centre).
- They may work towards a professional / vocational baccalaureate (the *bac / baccalauréat professionnel* - a level IV qualification on the National Qualifications Framework) over the course of three years (Years 10-12, ages 15-18). This prepares them for employment or further study, and students taking this pathway choose one of around 80 route specialisations and may complete additional qualifications along the way (such as a *BEP - brevet d'études professionnelles* (certificate of professional studies) or, occasionally, a *CAP*).

All students pursuing a **vocational pathway spend part of their time undertaking work experience in organisations related to their field of study.**

Young people aged 16 to 25 may also undertake an apprenticeship. This can lead either to the *CAP* qualification at level V on the National Qualifications Framework, or to a professional baccalaureate

(level IV). Apprentices may study either in a *lycée* (upper secondary school) or in an apprentice training centre, spending significant portions of their time (60 per cent plus) carrying out work experience in an appropriate workplace. Apprentices who are enrolled in an apprentice training centre are registered as young private sector employees.

Initial decisions on student

pathways for upper secondary education are taken in Year 9 (*troisième*) (age 14-15) of lower secondary education when pupils, along with their parents / carers, meet with one of their main teachers to discuss the different pathways on offer in upper secondary school. This meeting allows pupils to reflect on their academic achievements and identify the progress they need to make in order

for them to transition to their preferred pathway in upper secondary education. Towards the end of *troisième*, pupils communicate their preferred *lycée* pathway to their Class Council (see note below), which analyses each pupil's achievements and progress and their expressed preference and recommends which pathway the pupil should take. The **school headteacher / principal is ultimately responsible**

for deciding which type of pathway a student will take in upper secondary education. Pupils are able to appeal this decision by attending a special appeals committee. Pupils who are not allowed to follow the pathway of their choice may ask to repeat the *troisième* once, with a view to improving their grades and, consequently, their chances of being allowed to undertake their preferred pathway.

Note: each class has a Class Council which meets three times a year to discuss pupil progress, report cards and any issues which have arisen during the school term. Class Councils are chaired by the school headteacher / principal and are formed of all class teachers, two parent representatives, two student representatives, the main education advisor and a guidance counsellor.

At the end of lower secondary school (*collège*), pupils may receive one or more of the following qualifications:

- the *diplôme national du brevet* (national certificate), which involves examinations in eight subject areas
- a *certificat de formation générale* (certificate of general education), which recognises learning in a number of subject areas and is aimed at students who have encountered difficulties with their learning and studies
- the *brevet informatique et internet* (the computer and internet certificate), which recognises pupils' skills in five areas relating to information technology and communication.

Progression to upper secondary education is not, however, dependent on passing any of these qualifications.

Student numbers and destinations

The table below outlines student numbers in upper secondary education in each year and by type of pathway since 2010/11. The numbers include students attending private and public upper secondary schools.

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total number of students enrolled in upper secondary education* (Years 10-12) (ages 15-18)	2,141,856	2,134,668	2,109,695	2,140,832	2,161,888	2,217,870	2,264,347
Total number of students enrolled in general and technological pathways	1,432,195	1,440,007	1,452,155	1,470,561	1,498,897	1,550,647	1,598,985
Expressed as a percentage of whole cohort	66.9%	67.5%	68.8%	68.7%	69.3%	69.9%	70.6%
Vocational / professional pathways - total number of students**	709,661	694,661	657,540	670,271	662,991	663,327	661,275
Expressed as a percentage of whole cohort	33.1%	32.5%	31.2%	31.3%	30.7%	29.9%	29.2%

Sources: Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche 2016a, 2016g and 2016i.

* Includes the small numbers of students enrolled in special education teaching units (*ULIS*) (see the subheading 'Inclusion' for more information).

** Includes students enrolled in deviated forms of vocational pathway routes (for example, students studying for a *CAP* in one year).

In 2014, 88 per cent of all students who had studied for a *baccalauréat* achieved the qualification:

- 91 per cent of students enrolled in general or technological pathways achieved a general or technological *baccalauréat*
- 82 per cent of students enrolled in a vocational pathway achieved a professional / vocational *baccalauréat* (Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche, 2016k).

In addition, 88.9 per cent of students studying for a professional *baccalauréat* achieved an intermediary *CAP* qualification, and 81.6 per cent an intermediary *BEP* qualification. 82.9 per cent of students studying for a *CAP* achieved this qualification as a standalone qualification (Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche, 2015d).

Results from a survey of a panel of students in 2008 found that almost 90 per cent of students who had achieved a *baccalauréat* qualification enrolled in further study: 85 per cent enrolled in higher education and a further four per cent enrolled in further studies of a different kind. 97 per cent of students who had achieved a general *baccalauréat*, 89 per cent of students who had achieved a technological *baccalauréat* and 56 per cent of students who had achieved a professional *baccalauréat* went on to further studies of some kind, including higher education (Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche, 2015d).

In February 2015, the following data was collected about students who had completed a vocational pathway in upper secondary education in 2014 (Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche, 2017b):

- 78.3 per cent of students who had chosen to work towards a *CAP* had obtained the qualification; of these, 27.1 per cent were in employment, 58.3 per cent were unemployed, and 14.6 per cent were classed as 'inactive'
- 21.7 per cent of students who had chosen to work towards a *CAP* had not obtained the qualification; of these, 14 per cent were in employment, 61.3 per cent were unemployed, and 24.7 per cent were classed as 'inactive'
- 78.7 per cent of students who had chosen to work towards a professional *baccalauréat* obtained the qualification; of these, 44.3 per cent were in employment, 43.1 per cent were unemployed and 12.6 per cent were classed as 'inactive'
- 21.3 per cent of students who had chosen to work towards a professional *baccalauréat* had not obtained the qualification; of these, 30.2 per cent were in employment, 52.8 per cent were unemployed and 17 per cent were classed as 'inactive'.

In the period 2008-10, nine per cent of young people left education early without any kind of qualification (including the *diplôme national du brevet*, acquired at the end of lower secondary school), and eight per cent of young people left education having obtained the *diplôme national du brevet* as their highest level of qualification (Education et Formations,

Specified curriculum within pathways

- How is the curriculum within these pathways organised? Is it broad / comprehensive / specialised / narrow?
- Are there core subjects that are central to the curriculum?
- What degree of choice is afforded to students within each pathway?
- Is the curriculum presented in subject specifications / syllabi / learning outcomes?
- Is there differentiation of learning outcomes in terms of stage and / or ability?
- What degree of autonomy do teachers / schools have in shaping and implementing the curriculum?
- What is the place of well-being / social, personal and health education (SPHE) / citizenship education within the curriculum?
- What competences / key skills are promoted in the curriculum?
- To what extent are skills and competences central to the curriculum structure? How do they feature i.e. are they embedded in learning outcomes?

The curriculum for upper secondary education is determined by the specific pathway a student is following.

In accordance with the Education Code (*Code de l'Education*) (Legifrance, 2017a), the subject syllabuses on offer in each pathway in upper secondary education should, however, define the essential knowledge

and skills that must be acquired at this level, and provide teachers with a national framework which they should use to plan their teaching. In planning teaching and learning, teachers are also expected to take into account the different speeds at which individual students learn and progress.

In Year 10, ages 15-16, all students following a general

or technological pathway (in the initiation cycle) receive 28 hours and 30 minutes' teaching each week, usually broken down into:

- 23 hours 30 minutes for core subjects
- 3 hours for two subject options (one-and-a-half hours each)
- **2 hours of individual support.**

The Year 10 curriculum usually comprises:

- eight core subjects: French (4 hours per week); history and geography (3 hours); two modern languages (5 hours 30 minutes); mathematics (4 hours); physics and chemistry (3 hours); biology (1 hour 30 minutes); physical education (2 hours); moral and civic education (30 minutes)
- two subject options: the first is selected from either 'fundamental principles of economy and management' or 'economic and social sciences'; the second can be chosen from the following subjects: **circus arts**; biotechnology; art / artistic activity; art, culture and design; art and technological innovations; physical education; information technology and digital skills; a modern language; Latin or Greek; literature and society; scientific methods and practices; fundamental principles of economics and management; health and social care; engineering; social and economic sciences; science and laboratory work
- individual support to help students with their studies and their academic choices for Years 11 and 12.

Students may opt to replace both of their subject options with one of: physical education; art, culture and design; or circus arts, due to the time and commitment each of these subjects requires. Students considering enrolling in the technological pathway in Year 11 may choose their

two subject options from: biotechnology; science and laboratory work; health and social care; technological creation and innovations; or engineering.

In addition to the two subject options, students may also choose a third optional subject to study

for three hours each week from: Latin; Greek; a third modern language; an arts-based subject; physical education; social and cultural practices; or horse riding and care. This subject cannot be the same as the student's subject options.

Students enrolled in the hospitality and catering or music and dance routes on the technological pathway do not participate in the same Year 10 'initiation cycle' classes / curriculum as their peers. Instead, they specialise from Year 10 onwards and their curriculum comprises:

- Hospitality and catering: mathematics (3 hours); French (4 hours); history and geography (3 hours); two modern foreign languages (5 hours); physical education (2 hours); sciences (3 hours); moral and civic education (30 minutes); hotel and economics management (2 hours); science and technology in the service industry (4 hours); culinary science and technology (4 hours); individual support (2 hours). Four weeks throughout the year should also be spent in an internship or work placement.

- Music and dance: French (4 hours); the contemporary world (2 hours); a modern foreign language (3 hours); mathematics (3 hours); physical sciences (2 hours); moral and civic education (30 minutes); supplementary mathematics (1 hour); physical education (5 hours); plus either instrumental execution, history of music, musical dictation, analysis, sight reading, ensemble music or harmony; or choreography, musical dictation, musical analysis, history of music and dance; choice of one optional subject: second modern foreign language or Latin and Greek; art; or art workshops.

The programmes / syllabuses for the individual Year 10 subjects vary depending on the subject, but all include a number of subject goals; the subject-specific essential skills or knowledge that students should acquire as a logical succession to the *socle commun* (the common foundation of knowledge and skills) (see the subheading 'Aim and purpose'); and the main areas or themes of the subject / content to be covered.

Teachers have a certain amount of freedom with respect to the material that they teach, as long as the stated subject goals are adhered to and students are given the chance to

develop the appropriate skills and knowledge. For example, a teacher of French may select which texts to focus on within a certain period of literature; a teacher of history and geography may select additional, non-prescribed case studies for their students to investigate; and a teacher of biology may select examples of their own to supplement the teaching of the main subject / content areas.

All students in Year 10 of upper secondary general and technological pathways study moral and civic education for half an hour each week. The aim is for students to develop a moral conscience; an understanding of the role

of law; critical judgement skills; and a sense of engagement in society. They do this through the specific study of the individual and the law, and equality and discrimination during Year 10.

The curriculum becomes more specialist in Years 11 and 12, depending on the student's selected pathway and route, but all routes continue to include moral and civic education. In Year 11, the topics covered are citizenship in the French Republic and the European Union; and moral and civic challenges to the information society. In Year 12, students cover beliefs and secularism; and biology, ethics, society and the environment.

Students on the general *baccalauréat* pathway receive between 26-and-a-half and 30 hours' teaching each week in Years 11 and 12, depending on their chosen general *baccalauréat* route:

General <i>baccalauréat</i>	Number of teaching hours per week in Year 11	Number of teaching hours per week in Year 12
Literary	26 hours 30 minutes	27 hours
Scientific	26 hours 30 minutes	30 hours
Economic and social	27 hours 30 minutes	27 hours

The literary route focuses on the study of literature and languages; the scientific general *baccalauréat* route focuses on the sciences and mathematics; and the economic and social route focuses on sociology, the political sciences and economics.

All three routes share the same core subjects in Years 11 and 12. Students must also study a number of route-specific subjects. They can also choose to study some optional subjects. These optional subjects do not form part of the compulsory number of teaching hours detailed above.

	Core subjects	Route-specific subjects	Optional subjects
Literary route Year 11	Moral and civic education; physical education; French; two modern foreign languages	History and geography; literature; foreign literature; sciences; one of the following: art; circus arts; Greek or Latin; focus on first or second modern foreign language; third modern language; mathematics	Two of the following (maximum): Greek or Latin; third modern language; physical education; art
Scientific route Year 11		History and geography; mathematics; physics and chemistry; biology; engineering	
Economic and social route Year 11		History and geography; mathematics; economic and social sciences; sciences	
Literary route Year 12	Moral and civic education; physical education; two modern foreign languages	History and geography; literature; philosophy; one of the following: art; focus on first or second modern language; Greek or Latin; third modern language; mathematics; law; circus arts	Greek or Latin; third modern language; physical education; art
Scientific route Year 12		Mathematics; physics and chemistry; engineering; biology; philosophy; history and geography; one of the following: mathematics; physics and chemistry; biology; information technology (students can also opt to take history and geography as an additional subject)	
Economic and social route Year 12		History and geography; mathematics; philosophy; economic and social sciences; one of the following: mathematics; political and social science; further economics	

The programmes / syllabuses for individual subjects vary depending on the subject and the route chosen, but all include a number of subject goals; the subject-specific essential skills or knowledge that students should acquire as a logical succession to the *socle commun*; and the main areas or themes to be covered within the subject content.

Students on the technological *baccalauréat* pathway receive the following teaching each week in Years 11 and 12, depending on their chosen technological baccalauréat route:

Technological <i>baccalauréat</i> in:	Number of teaching hours per week in Year 11	Number of teaching hours per week in Year 12
Management and administration	29 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)	28 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)
Design and applied arts	32 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)	32 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)
Industry and sustainable development	32 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)	32 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)
Laboratory work	32 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)	32 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)
Health and social care	28 hours (plus a maximum of up to two optional subjects, amounting to 6 hours)	30 hours (plus a maximum of up to two optional subjects, amounting to 6 hours)
Hospitality and catering (note: this route will have entirely replaced the 'hospitality' route below by the 2017/18 school year)	37 hours 30 minutes (4 weeks throughout the year should be spent in an internship or work placement) (plus a maximum of up to two optional subjects, amounting to 6 hours)	33 hours 30 minutes (plus a maximum of up to two optional subjects, amounting to 6 hours)
Music and dance	25 hours 30 minutes – 26 hours (plus a maximum of up to two optional subjects, amounting to 6 hours)	27 hours 30 minutes – 28 hours (plus a maximum of up to two optional subjects, amounting to 6 hours)
Hospitality	34 hours 30 minutes (8 weeks throughout the year should be spent in a workplace, plus 30 hours to be spent in workshop classes)	34 hours 30 minutes (30 hours throughout the year to be spent in workshop classes)

Students may also study for a technological *baccalauréat* in agronomics and agricultural engineering in specialist *lycées* which are overseen by the Ministry of Agriculture (rather than the Ministry of National Education, Higher Education and Research). The main areas of study included in this route are rural development, the production and processing of products, and food and health. Students opting for such a path must undertake an internship for eight weeks during their course.

In Year 11, students on all technological *baccalauréat* routes study:

- French
- physical education, and
- moral and civic education.

They also receive two hours of individual support each week. In addition, they study route-specific subjects and may choose a range of optional subjects (these are entirely optional for students):

	Route-specific subjects	Optional subjects
Management and administration, Year 11	Management science; two modern foreign languages; economics and law; mathematics; management; history and geography; philosophy	Students may study physical education and art for up to 6 hours a week
Design and applied arts, Year 11	History and geography; modern foreign languages; mathematics; physics and chemistry; art and design; art and design in a foreign language	One or both of: physical education; art
Industry and sustainable development, Year 11	Philosophy; history and geography; modern foreign languages; mathematics; physics and chemistry; technological principles; technology in a foreign language; one of: architecture; energy and environment; technological innovations; digital information systems	Students may study physical education and art for up to 6 hours a week
Laboratory work, Year 11	Philosophy; history and geography; modern foreign languages; physics and chemistry; mathematics; living sciences; measurements and instruments; technology in a foreign language; one of: biotechnology; physics and chemistry in the lab	Students may study physical education and art for up to 6 hours a week
Health and social care, Year 11	Science and sanitary techniques; biology and human physio-pathology; two modern foreign languages; mathematics; physics and chemistry; history and geography; philosophy	Students may study physical education and art for up to 6 hours a week
Hospitality and catering, Year 11	Mathematics; history and geography; modern foreign languages; hotel economics and management; science and technology in the service industry; food science and technology; food science; technology in a foreign language	Up to two of the following: third modern language; physical education; art
Music and dance, Year 11	Contemporary world; history of art; modern foreign language; mathematics; physical sciences; further philosophy or further mathematics; plus a number of subjects related to music or dance (including history, analysis etc.)	Up to two of the following: second modern foreign language; Latin or Greek; art; harmony, theory or choreography
Hospitality Year, 11	History and geography in tourism; two modern foreign languages; mathematics; economics and law in tourism; hospitality and management; applied science; technology and culinary methods; service industry; communication and hosting	One of the following: third modern language; physical education; art

In Year 12, students on all technological baccalauréat routes study:

- moral and civic education
- physical education,
- and philosophy.

In addition, they study route-specific subjects and may choose a range of optional subjects:

	Route-specific subjects	Optional subjects
Management and administration, Year 12	Two modern foreign languages; economics and law; mathematics; management; history and geography; and one of: management and finance; marketing; HR; management systems	Students may study physical education and art for up to 6 hours a week
Design and applied arts, Year 12	Modern foreign languages; mathematics; physics and chemistry; art and design; art and design in a foreign language	One or both of: physical education; art
Industry and sustainable development, Year 12	Modern foreign languages; mathematics; physics and chemistry; technological principles; technology in a foreign language; one of: architecture; energy and environment; technological innovations; digital information systems	Students may study physical education and art for up to 6 hours a week
Laboratory work, Year 12	Modern foreign languages; physical education; physics and chemistry; mathematics; living sciences; technology in a foreign language; one of: biotechnology; physics and chemistry in the lab	Students may study physical education and art for up to 6 hours a week
Health and social care, Year 12	Science and sanitary techniques; biology and human physio-pathology; two modern foreign languages; mathematics; physics and chemistry; history and geography; philosophy	Students may study physical education and art for up to 6 hours a week
Hospitality and catering, Year 12	Mathematics; history and geography; philosophy; modern foreign languages; project; hotel economics and management; science and technology in the service industry; food science and technology; food science; technology in a foreign language	Up to two of the following: third modern language; physical education; art
Music and dance, Year 12	French; history of art; modern foreign language; mathematics; physical sciences; further philosophy or further mathematics; plus a number of subjects related to music or dance (including history, analysis etc.)	Up to two of the following: second modern foreign language; Latin or Greek; art; harmony, theory or choreography

Hospitality Year, 12	History and geography in tourism; two modern foreign languages; mathematics; hospitality and management; applied science; technology and culinary methods; service industry; communication and hosting	One of the following: third modern language; French; physical education; art
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Students following the *CAP* route in a vocational or professional upper secondary pathway choose from over 200 different specialisations. These range from jewellery making through to professional packing. Some subjects are common to all courses. Students working towards a *CAP* in two years, study the following subjects, for example:

- general subjects, including French; mathematics and science; history and geography and civic education; applied art and culture; a modern foreign language; physical education; health and the environment. These subjects make up half of a student's teaching hours each week
- specialist subjects in the technological and professional field. These make up the other half of a student's teaching each week, and vary depending on the nature of the *CAP* being studied.

Students following the professional *baccalauréat* route in a vocational / professional upper secondary pathway choose from over 80 different specialisations, ranging from aviation through to wig-making. Their learning is divided as follows:

- 22 weeks over the three years of study are spent in a professional context.
- They must study a range of general subjects including French; mathematics; history and geography and moral and civic education; applied art and culture; a modern foreign language; physical education; health and the environment; and, depending on the specialisation, either management and the economy, or economy and law; and physical sciences and chemistry or a second modern foreign language.
- They study a range of specialist subjects, adapted to each specialism.

The syllabuses / programmes of study for the specialist subjects for the *CAP* and the professional *baccalauréat* vary according to the specialisation, but all include an outline of the subject and its goals; the main areas of learning to be covered; and the subject-specific skills and knowledge that students should acquire and demonstrate when assessed.

Inclusion

- How is inclusion addressed?
- How are the learning needs of all students catered for, including students who have completed a reduced curriculum at lower secondary school, students with challenging behaviour patterns who find it difficult to function in larger classes, international learners for whom the language of instruction is not their first language, students with special educational needs?

All students in upper secondary education receive regular support throughout their studies. This includes timetabled time for 'individual support', which is intended to help them academically by enabling them to spend time expanding their knowledge and learning in particular areas; and to enable them to seek support regarding their pathway choices and future destinations. Students enrolled in a general or technological upper secondary pathway receive 72 hours per year of such support, while students enrolled in vocational upper secondary pathways leading to a professional *baccalauréat* receive 210

hours over the course of three years.

The *Code de l'Éducation* (Education Code) (Légifrance, 2017a) states that, in planning teaching and learning, teachers should take into account the needs of all their students and, in particular, the different speeds at which individual students learn and progress.

Students in upper secondary education may ask to attend additional remedial classes in subjects in which they are struggling, in order to avoid having to repeat a year. These classes may be organised during the holidays or as after-school sessions throughout

the school year.

Pupils and students who have recently arrived in France and who were not enrolled in a French school in the previous school year (this includes pupils who speak French as a first language and those who do not), and Traveller children, are required to attend compulsory education between the ages of six and 16. All students who have recently arrived in France have their French language skills assessed, alongside any skills they may have acquired in their previous school. Pupils aged 11 and above are enrolled in one of two types of 'welcome' classes:

- a class catering for pupils who have little or no previous schooling: these classes cater for a maximum of 15 pupils each
- an 'ordinary welcoming class': these provide personalised teaching which is adapted to a pupil's educational level. Students spend part of their time in this class and the remainder in their mainstream classes with their peers. Ordinary welcoming classes also cater for a maximum of 15 pupils each, and lower and upper secondary schools are encouraged to work together to ensure that students enrolled in such classes can transition to upper secondary school successfully.

Note: although it is not compulsory for students aged 16 and over to participate in education, they should, as far as possible, access 'welcome' support like the classes mentioned above. Support for such students is being developed in upper secondary education, particularly in the general and technological pathways.

Traveller children are generally enrolled in mainstream classes with their peers. In some cases, as a temporary measure, additional support may be put in place for them; for example, additional academic support classes

may be organised in certain subjects. In order to ensure continuity in Traveller children's learning, teachers are required to be as specific as possible when completing their report cards, including information about teaching methods used, subject areas covered and an in-depth evaluation / assessment of their knowledge and skills.

In accordance with the Education Code (*Code de l'Éducation*) (Légifrance, 2017a), students aged between 16 and 25 years who have left the education system without any type of qualification are entitled to additional time to enrol in an upper secondary

pathway in order to acquire an upper secondary qualification.

As regards students with special educational needs and disabilities, legislation requires such students to benefit from education in a mainstream school setting, in a school as close as possible to their home. Such students receive personalised support in school in line with their individual support plan (*plan d'accompagnement personnalisé*) which is reviewed annually. The nature of the support varies depending on the student's specific needs and may include:

- adapted teaching aids
- support from a specially-trained assistant throughout the school day, including during classes
- extra time, access to specialist equipment or help from a specially-trained assistant during examinations. Students may also be permitted to take their examinations in several sittings, or may have access to their class notes
- special classes for students with autism or cognitive, mental, linguistic or visual difficulties. These classes, known as *unités localisées pour l'inclusion scolaire*, or *ULIS*, are organised within a mainstream school setting, but teaching is separate and adapted to the needs of the students and their individual support plans
- special education services and home care services provided by specialist staff who help a student either in school, in a *ULIS* class, or at home, according to their needs. These are known as *services d'éducation spéciale et de soins à domicile*, or *SESSAD*, and this form of support is primarily aimed at students with motor or sensory impairments and is intended to ensure that students can, as far as possible, participate in education and achieve a sense of independence.

In cases where students have disabilities which prevent them from accessing mainstream schools, socio-medical institutions cater for their education. Different types of such institutions exist, including institutions for students with learning disabilities; multiple disabilities; behavioral disorders; cerebral palsy or motor impairments; severe hearing or visual impairments; or for pupils who are deaf or blind.

Assessment and reporting

- How is the curriculum assessed?
- What variety of assessment modes and methods are in evidence? For example, external assessment / internal assessment / online assessment / portfolios / formative / summative / synoptic etc.?
- How does the system recognise varied learning / skills / competences?
- How does assessment link to certification / qualifications / a qualifications framework / selection for further and higher education?
- How is vocational / technical education assessed and accredited?
- How is achievement reported? What is reported?

Assessment in upper secondary education is linked to achievement in the qualifications being studied, the main ones being the general *baccalauréat*, the technological *baccalauréat*, the professional *baccalauréat* or the CAP (vocational aptitude certificate).

For students following a general or technological *baccalauréat* pathway, assessment includes external written, oral and practical examinations in all the subjects a student has studied. Although the majority of these examinations take place towards the end of Year 12, the final year of upper

secondary education, examinations for certain subjects take place towards the end of Year 11. This is the case for French, for example. Marks for each subject are calculated out of 20.

The results for each individual subject examination carry different coefficients, depending on the route or pathway. For example, examination results in philosophy for a student following a literary route *baccalauréat* in the general *baccalauréat* pathway have a coefficient of 7. Results for the same subject for a student following a scientific route *baccalauréat* have a coefficient of 3.

Once a student has completed all their examinations, examination boards, which mark all examinations, calculate the student's average overall mark using the coefficients ascribed to each subject. In calculating a student's overall *baccalauréat* mark, examination boards also consider a student's yearly average results from teacher assessment in subject tests completed throughout the three years of upper secondary education alongside their examination performance. Final *baccalauréat* marks are expressed as a score out of 20:

- Marks of 7/20 or below are a fail.
- Students receiving marks between 8/20 and 10/20 are required to retake some of their examinations. They do this in a maximum of two subjects as part of a second round of oral examinations, and a student's best mark, either in the first round of examinations or in the retake, is used to calculate a new average mark. If the student achieves an average mark of 10/20 after this process, he / she has passed.
- Marks between 10/20 and 12/20 are a pass.
- Marks between 12/20 and 14/20 are a pass with 'AB' merit (*assez bien* or 'quite good').
- Marks between 14/20 and 16/20 are a pass with 'B' merit (*bien* or 'good').
- Marks of 16/20 and above are a pass with 'TB' merit (*très bien* or 'very good')

Note: a student's performance throughout the three years of upper secondary education may be an important determining factor in their final mark, should their examination average be a decimal number. For example, students who have performed very well throughout their upper secondary education and achieve a 13.75 average in their examinations may be awarded a final mark of 14 by the examinations board.

Students following a professional *baccalauréat* pathway (or an apprenticeship) take examinations in seven subject areas, which vary slightly depending on the route chosen. The examinations board calculates their average mark based on all of their examination marks and, as with the general or technological *baccalauréat*, students must achieve a minimum mark of 10/20 to pass the professional *baccalauréat*. Students achieving a pass mark of

10/20 or above for their written examinations must also take an oral examination to determine a mark for their skills in professional practice. As with the general and technological *baccalauréat*, students who achieve a mark between 8/20 and 10/20 must retake some of their examinations as part of a second round of oral examinations.

Students and apprentices following a vocational pathway *CAP* (vocational aptitude certificate) route,

who usually take the *CAP* at the end of Year 11, age 17, take a maximum of seven examinations. The examinations board calculates a first average mark based on all of a student's marks in their general subjects, and a second average mark based on all of their marks in their specialist subjects. Students must achieve a mark of 10/20 for both of these averages to pass the *CAP*.

Success in the *CAP* entitles students to move on to further study, including:

- The *brevet professionnel*, or *BP* (professional certificate) - a level IV qualification on the National Qualifications Framework (*RNCP*). This is usually undertaken as an apprentice. *BP* qualifications do not give students access to university. They prepare them for employment, particularly in management positions.

- The *brevet des métiers d'art*, or *BMA* (craft / handicraft / trade certificate) – a level IV qualification on the National Qualifications Framework. This qualification takes two years to complete and can be undertaken as an apprentice or as a student in a *lycée* (upper secondary school). *BMA* qualifications do not give students access to university. They prepare them for employment or, in some cases, to go on to study for a higher level qualification.

Success in the technological or professional *baccalauréat* (a level IV qualification on the National Qualifications Framework) entitles students to go on to further study. Students can, for example, progress from the technological or professional *baccalauréat* to:

- a *diplôme universitaire de technologie*, or *DUT* (university technology diploma): this is a level III qualification on the National Qualifications Framework. In addition to counting towards the successful completion of a vocational bachelor's degree, *DUT* qualifications can also prepare students for employment, and for admission to a *grande école* (highly selective higher education institution)
- a *brevet de technicien supérieur*, or *BTS* (higher technical certificate): this is a level III qualification which, in addition to counting towards the successful completion of a vocational bachelor's degree, can also lead to employment, or to a preparatory class leading to a *grande école*.

In order to enrol in a French university, students must have achieved a *baccalauréat* qualification (or have special permission to access higher education through a *diplôme d'accès aux études universitaires (DAEU)* (university access diploma). *DAEUs* are qualifications aimed at individuals who left upper secondary education early (without achieving a *baccalauréat*), who are at least 20 years of age and have been in employment for at least two years. Individuals undertaking a *DAEU* must complete 225 hours of study and take examinations in the subjects studied. They must also achieve a pass mark of

10/20 or more to enrol in a university course.

All prospective public university students, including those who are about to take their final *baccalauréat* examinations, must sign up for 'Post-BAC admission' online. They do this via the national university admissions website, providing details of their upper secondary education studies. Students sign up between January and March for courses beginning in September of the same year, selecting up to 12 HE courses by order of preference.

Student applications are then formally sent off to

each university in June, once applicants have their *baccalauréat* results. Offers are then sent out to successful applicants. Public universities in France are by law required to offer places to all applicants who have achieved a *baccalauréat*. In practice, however, this is not possible and popular courses, particularly those based in Paris, are often oversubscribed. As a result, universities offering popular courses may ask for permission from the Ministry of National Education, Higher Education and Research to put a cap on the number of students who can enroll. In cases where a course receives

more applicants than it has space for, students who live further away from the university (i.e. who are not within its catchment area) are selected through the drawing of lots. Some universities with oversubscribed courses are classed as having special admissions requirements. In such cases, applicants are selected based on their application through the Post-BAC admission website and, in some cases, through written tests and oral interviews. Selection methods vary by institution.

In order to study in a *grande école* (highly selective higher education institution), students who already have a *baccalauréat* qualification or equivalent generally enrol in a preparatory class. Preparatory classes are themselves selective, generally accepting applicants based on a student's mark for their *baccalauréat*. Preparatory classes involve intensive study over the course of two years which focuses

on preparing students for the entrance examinations for the *grandes écoles*. Students enrol in one of three pathways (economic, literary or scientific) each of which prepares them for associated types of *grande école*. The selection process for different *grandes écoles* may vary, but it generally involves several stages which include assessment of a student's prior achievements and an entrance examination.

Flexibility and transfer options

- What flexibility is inherent in the system for movement between or within pathways?
- What are the student transfer options?
- Can students combine study across schools / institutions?
- Can credits / certification be transferred?

Students have a considerable amount of flexibility with regard to transferring between or settling on their pathways in upper secondary education. For example:

- Students enrolled in general and technological upper secondary education spend Year 10 (the 'initiation cycle' of these pathways) studying the same core subjects and two additional subjects of their choice, in order to better familiarise themselves with the pathways and routes on offer from Year 11 onwards.
- Students interested in transferring to another pathway or route during upper secondary education are able to undertake classes in different pathways (known as *stages passerelles*) in order to test them out. They may follow a *stage passerelle* in a different *lycée* (upper secondary school) to the one they are currently attending, and are allowed to definitively switch pathways or routes in the middle or at the end of an academic year. Permitted transfers include:
 - in Year 10, students are able to switch between a vocational pathway and a general or technological pathway
 - in Year 11, students enrolled in a general or technological pathway are able to transfer to a different route within one of these pathways, or transfer from a general pathway to a technological pathway (and vice versa)
 - at the end of Year 10, students enrolled in a vocational pathway route leading to a professional *baccalauréat* may transfer to the second year of a route leading to a *CAP*
 - at the end of Year 11, students enrolled in a vocational pathway route leading to a *CAP* may transfer to Year 11 of a vocational pathway route leading to a professional *baccalauréat*.

Students wishing to transfer pathways, courses or routes can only do so in close consultation with their main teacher and a guidance counsellor, although the exact procedure for transfer depends on individual school requirements and the nature of the transfer itself.

Students aged 16+ (who have completed the compulsory phase of education) can complete their upper secondary qualifications in one of various forms of *lycée* (upper secondary school) or, if they are following a vocational / professional route, in an apprenticeship centre. Students aged between 16 and 25 years who have left the education system without any type of qualification are entitled to additional time to enrol in an upper secondary pathway in order to acquire an upper secondary qualification.

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Glossary

<i>baccalauréat</i>	baccalaureate	The qualification students work towards in general upper secondary education. Successful completion is usually required for entry to higher education
<i>baccalauréat général</i>	general baccalaureate	The general upper secondary baccalaureate qualification is available in one of three routes – literary, scientific, and economic and social. Successful completion is usually required for entry to higher education
<i>baccalauréat professionnel</i>	professional / vocational baccalaureate	The upper secondary professional / vocational baccalaureate qualification – available in around 80 routes
<i>baccalauréat technologique</i>	technological baccalaureate	The technological baccalaureate qualification for students in upper secondary education – available in eight routes
<i>BEP, brevet d'études professionnelles</i>	certificate of professional studies	An optional, intermediary qualification which can be studied by students working towards a <i>baccalauréat professionnel</i> .
<i>BMA, brevet des métiers d'art</i>	craft / handicraft / trade certificate	This upper secondary level qualification takes two years to complete and can be undertaken as an apprentice or as a student in a <i>lycée</i> . It prepares students for employment or, in some cases, to go on to study for a higher level qualification
<i>brevet informatique et internet</i>	computer and internet certificate	Students may receive this certificate on completion of lower secondary school (<i>collège</i>), age 15; it recognises pupils' skills in five areas relating to information technology and communication
<i>brevet professionnel</i>	professional qualification	Qualification leading to employment; level IV on the National Qualifications Framework
<i>BTS, brevet de technicien supérieur</i>	higher technical certificate	Upper secondary level qualification undertaken as a student in a <i>lycée</i> or as an apprentice.
<i>CAP, certificat d'aptitude professionnelle</i>	certificate of professional aptitude	A two-year vocational / professional qualification, usually studied in Years 10-11 of upper secondary education, ages 15-17; available in 200+ specialist routes
<i>CE1, cours élémentaire 1</i>	elementary class, year 1	Year 2 of compulsory primary education, children aged 7-8
<i>CE2, cours élémentaire 2</i>	elementary class, year 2	Year 3 of compulsory primary education, children aged 8-9
<i>centre de formation d'apprentis</i>	apprentice training centre	
<i>certificat de formation générale</i>	certificate of general education	Students may receive this certificate on completion of lower secondary school (<i>collège</i>), age 15; it recognises learning in a number of subject areas and is aimed at students who have encountered difficulties with their learning.

<i>cinquième</i>	Year 7	Year 2 of compulsory lower secondary education, students aged 12-13
<i>CM1, cours moyen 1</i>	middle class, year 1	Year 4 of compulsory primary education, children aged 9-10
<i>CM2, cours moyen 2</i>	middle class, year 2	Year 5 of compulsory primary education, the final year of primary education, children aged 10-11
<i>Code de l'Éducation</i>	Education Code	Outlines the main purposes and principles of the education system in France
<i>collège</i>	Lower secondary school	Comprehensive school for students aged 11-15, in Years 6-9 of compulsory education
<i>conseil de classe</i>	Class Council	Each class has a Class Council which meets three times a year to discuss pupil progress, report cards and any issues which have arisen during the school term
<i>CPI, cours préparatoire 1</i>	preparatory class, year 1	Year 1 of compulsory primary education, children aged 6-7
<i>DAEU, diplôme d'accès aux études universitaires</i>	university access diploma	Grants access to higher education to individuals who left upper secondary education early (without achieving a <i>baccalauréat</i>)
<i>diplôme national du brevet</i>	national certificate	Lower secondary school (<i>collège</i>) pupils may receive this qualification on completion of lower secondary school; it involves examinations in eight subject areas
<i>DUT, diplôme universitaire de technologie</i>	University technology diploma	A two-year upper secondary qualification which can be studied in a <i>lycée</i> or as an apprentice.
<i>école maternelle</i>	nursery school	For 2- to 6-year-olds
<i>grande école</i>		Highly selective higher education institution
<i>lycée</i>	upper secondary school	Caters for students aged 15-18, in the final year of compulsory education (Year 10, age 15-16) and Years 11 and 12 of upper secondary education
<i>LEGT, lycée d'enseignement général et technologique</i>	general and technological upper secondary school	
<i>lycée professionnel</i>	professional / vocational upper secondary school	
<i>lycée professionnel agricole</i>	agricultural upper secondary school	
<i>Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche</i>	Ministry of National Education, Higher Education and Research	
<i>OECD</i>	Organisation for Economic Co-operation and Development	
<i>plan d'accompagnement personnalisé</i>		Individual learning / support plan for students with special educational needs

<i>première</i>	Year 11	Second year of upper secondary education (post-compulsory); students aged 16-17
<i>quatrième</i>	Year 8	Year 3 of compulsory lower secondary education, students aged 13-14
<i>RNCP, répertoire national de certifications professionnelles</i>	National qualifications framework for qualifications obtained from lower secondary school onwards	Level VI: lower secondary school leaving certificate Level V: qualifications gained after two years of study in upper secondary school (e.g. the <i>CAP</i>) Level IV: upper secondary school qualifications (e.g. the <i>baccalauréat</i>) Level III: two years of additional study after upper secondary school qualifications (known as <i>bac+2</i>) (e.g. a <i>BTS</i> or <i>DUT</i>) Level II: three or four years of additional study after upper secondary school qualifications (known as <i>bac+3</i> or <i>bac+4</i>) Level I: at least five years of additional study after upper secondary school qualifications (<i>bac+5</i>)
<i>seconde</i>	Year 10	First year of upper secondary education; final year of compulsory education, students aged 15-16
<i>SESSAD, services d'éducation spéciale et de soins à domicile</i>		Special education and home care services provided by specialist staff who help a student either in school, in a <i>ULIS</i> class or at home, according to their needs
<i>sixième</i>	Year 6	Year 1 of compulsory lower secondary education, students aged 11-12
<i>socle commun (de connaissances et de compétences)</i>	The common foundation (of knowledge and skills)	Defines the knowledge and skills that students are expected to acquire by the end of compulsory education.
<i>stages passerelles</i>		Opportunity given to students in upper secondary education to 'test out' classes in a different pathway to their own
<i>ST2S</i>		The 'health and social care' technological baccalaureate route – one of eight such routes
<i>STAV</i>		A specialist technological baccalaureate in agronomics and agricultural engineering (only offered in specialist agricultural / agronomics <i>lycées</i>)
<i>STD2A</i>		The 'design and applied arts' technological baccalaureate route – one of eight such routes
<i>STGM</i>		The 'management and administration' technological baccalaureate route – one of eight such routes
<i>STHR</i>		The 'hospitality and catering' technological baccalaureate route – one of eight such routes
<i>STI2D</i>		The 'industry and sustainable development' technological baccalaureate route – one of eight such routes
<i>STL</i>		The 'laboratory work' technological baccalaureate route – one of eight such routes

<i>terminale</i>	Year 12	Final year of upper secondary education (post-compulsory), students aged 17-18
<i>TMD</i>		The 'music and dance' technological baccalaureate route – one of eight such routes
<i>troisième</i>	Year 9	The final year of compulsory lower secondary school, students aged 14-15
<i>ULIS, Unités localisées pour l'inclusion scolaire</i>		Special classes organised in mainstream schools for students with autism or cognitive, mental, linguistic or visual difficulties