

XV. GIMNAZIJA

International Baccalaureate Department

Diploma Programme

Subject: LANGUAGE ACQUISITION – FRENCH B



### Course description – FRENCH B 2019/2020

*" Chaque enfant qu'on enseigne est un homme qu'on gagne.*

*L'ignorance est la nuit qui commence l'abîme. " Victor Hugo*

#### WHAT IS THE COURSE ABOUT?

**French B** is an additional language-learning course designed for students with some previous learning. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills through the study of language, themes and use of a range of written and spoken material, authentic personal, professional and mass media texts. Such material will extend from everyday oral exchanges to literary texts (for HL), and should be related to the culture concerned. The material should be chosen to enable students to develop mastery of language receptive, productive and interactive skills and intercultural understanding.

**The study of French language requires careful attention to forms, structures, functions and conceptual understandings of language.** Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests.

Explicit links to **TOK** strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process.

As appropriate to the level of the course, communication skills are reinforced through the other categories of **approaches to learning skills: thinking, research, social and self-management skills.**

**French B and CAS** can complement each other in a variety of ways. Students can enhance intercultural understanding through the active and purposeful use of their acquired language within the specific real-life contexts provided by their CAS experiences. Students may also draw on their CAS experiences to enrich their involvement in language acquisition both within and outside the classroom.

**International-mindedness** is central to the IB philosophy and instrumental in aspiring to a more peaceful world. Language acquisition courses do not have as their only goal the development of language skills, but also fostering intercultural understanding and global engagement. International-mindedness also provides opportunities for students to progress in the development of IB learner profile traits.

In the French B course, students develop the ability to communicate in the target language through the study **of language, themes and texts**. In doing so, they also develop **conceptual understandings** of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. French B also provide the opportunity to develop language skills and learn about language through the **conceptual understandings of communication, connections, creativity and culture**.

For the development of receptive skills, French B students must study authentic texts that explore the culture(s) of the target language. **In addition, the study of two literary works is required at HL.** HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters.

**French B syllabus** planned carefully to provide opportunities for students to include:

- transferring the critical-thinking process explored in TOK to the development of well-supported arguments in written text types, such as a speech or report.
- using personal knowledge gained from a CAS experience as a cultural comparison in an individual or group oral activity, or as an example in a written response
- developing ideas for CAS activities as a result of themes and topics explored in a language acquisition class
- developing a research question for an EE that allows the deeper exploration of a language topic of special interest to the student
- using the opportunity to write an EE in the student's language of study as a means of personal challenge and skills development.

#### **AIMS:**

**The aims of teaching and studying of French B course are to:**

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

## OBJECTIVES:

**At the end of French B course the students are expected to demonstrate ability to:**

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

## SYLLABUS DETAILS:

The syllabus consists of **five prescribed themes** that provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

Themes	Teaching hours (SL/HL)
identities	approximately  140h
experiences	
human ingenuity	
social organization	
sharing the planet	

The themes allow students to compare the target language and cultures to other languages and cultures to which they are familiar. They also provide opportunities for students to make connections to other DP disciplines.

The themes will be explored through written, visual, audio and audio-visual texts organized into the following categories: personal, professional and mass media texts. Some of the text types will be: blog, email, essay, formal letter, proposal, questionnaire, report, etc.

## Assessment

- The students will be evaluated based on their performances on tests, quizzes, debates, oral presentations, discussions and reading and writing assignments.
- There will be teacher-based and some peer and self-evaluation throughout the course.
- In order to develop language skills the teachers assess the students formatively and summatively.
- Formative assessment refers to all kind of quizzes, practices and tasks which demonstrate student knowledge of vocabulary, their grammar and syntax skills.
- The summative assessment refers to tasks where some overall competences are shown, such as listening and reading comprehension, all kind of oral exams and producing different text-types and essays.
- Twice a year, in the form/period of “the end of first term exam” and “the end of school year exam” students sit for the so called “Mock Exams” following strict IB DP guidelines and write exams, rather similar, though adjusted, to the IB Graduation Exams (Paper I and Paper II for the French B (Language Acquisition) course).

### IMPLEMENTATION:

DP Year 1: The school offers approximately 140 lessons per week

DP Year 2: The school offers approximately 120 lessons per week

- The curriculum of the Language B course within the Diploma Programme is based on a frame work: Christine Trumper; John Israel: “Oxford IB Diploma Programme: French B Course companion”, Oxford University Press 2011 & 2018 - 2e edition
- Additional texts, reports, TV series, movies, pictures, advertisements, blogs, newspaper and magazine articles and other kind of sources will be used, especially when discussing current events and issues of global significance and those related to Francophone countries.

Students assessed work/summative assessment work will be marked on the 1 to 7 grading scale under the following grade boundaries

Grade boundaries	
Grade	Tests
7	91-100%
6	81-90%
5	71-80%
4	61-70%
3	51-60%
2	31-50%
1	0-30%

## ASSESSMENT OUTLINE

### Paper 1: Productive skills—writing

Assessment criteria for evaluating students **Paper 1 – Productive skills** of various text types:

Productive skills—writing assessment criteria		
Criterion A	Language	12 marks
Criterion B	Message	12 marks
Criterion C	Conceptual understanding	6 marks
	<b>Total</b>	<b>30 marks</b>

### Paper 2: Receptive skills—listening and reading

Paper 2 is divided into two separate sections: listening (three audio passages) and reading (three written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination using **mark schemes**.

**Interactive (speaking) skills: Individual oral assessment** implies teachers using the following assessment criteria:

Interactive skills – speaking assessment criteria		
Criterion A	Language	12 marks
Criterion B1	Message – Literary extract	6 marks
Criterion B2	Message – Conversation	6 marks
Criterion C	Interactive skills - Communication	6 marks
		<b>Total 30 marks</b>

**EXTERNAL ASSESSMENT OUTLINE:**

**Standard Level:**

**High Level:**

Assessment component	Weighting
<b>External Assessment (3hours)</b>	75%
<b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing (30 marks)  One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks)  Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks)  Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

Assessment component	Weighting
<b>External assessment (3 h 30 min)</b>	75%
<b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing (30 marks)  One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks)  Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks)  Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

**TOPICS:**

DP Year 1	
UNIT 1	<p><b>Thèmes : IDENTITE et ORGANISATION SOCIALE</b></p> <p>Relations sociales: Système éducatif</p> <p>Question : Quel rôle joue la langue dans la société ? &amp; En quoi la langue et la culture contribuent-elles à forger l'identité ?</p> <p>Subtopic - Langue et identité - EDUCATION</p> <ul style="list-style-type: none"> <li>•l'éducation</li> <li>•l'orientation</li> <li>•le monde du travail</li> <li>•l'égalité des sexes</li> <li>•l'échec scolaire</li> <li>•la violence à l'école</li> <li>•mon pays, c'est la langue</li> </ul> <p><b>Thèmes : IDENTITE et ORGANISATION SOCIALE</b></p> <p>Relations sociales : Relations (amis, travail, famille)</p> <p>Questions : Qu'est-ce qui constitue une identité ? De quelle façon exprimons-nous notre identité ?</p> <p>Subtopic - Styles de vie &amp; Sous-cultures - JEUNESSE</p> <ul style="list-style-type: none"> <li>•Être jeune: définition</li> <li>•les jeunes et les adultes</li> <li>•les droits et les devoirs des jeunes</li> <li>•le système judiciaire et les jeunes</li> <li>•la solitude</li> </ul>
UNIT 2	<p><b>Thème : EXPERIENCES</b></p> <p>Coutumes et traditions: Cérémonies, événements sociaux et religieux</p> <p>Question : Comment et pourquoi différentes cultures marquent elles les moments importants de notre vie ?</p> <p>Subtopic - Rites de passage &amp; Coutumes et traditions - CULTURE</p> <ul style="list-style-type: none"> <li>•les fêtes</li> <li>• la tradition (Noël et la Nouvelle année)</li> <li>•les coutumes</li> </ul>
UNIT 3	<p><b>Thèmes : EXPERIENCES et PARTAGE DE LA PLANETE</b></p> <p>Diversité culturelle: Apprentissage de la culture &amp; Assimilation interculturelle</p> <p>Question : Quelles difficultés et quels avantages la mondialisation présente-t-elle ?</p> <p>Subtopic - Mondialisation &amp; Communications et médias - CULTURE</p> <ul style="list-style-type: none"> <li>•le cinéma</li> <li>• le théâtre</li> <li>•la littérature</li> <li>•le patrimoine culturel</li> <li>•l'impressionnisme</li> <li>•lectures</li> <li>•l'architecture</li> </ul>

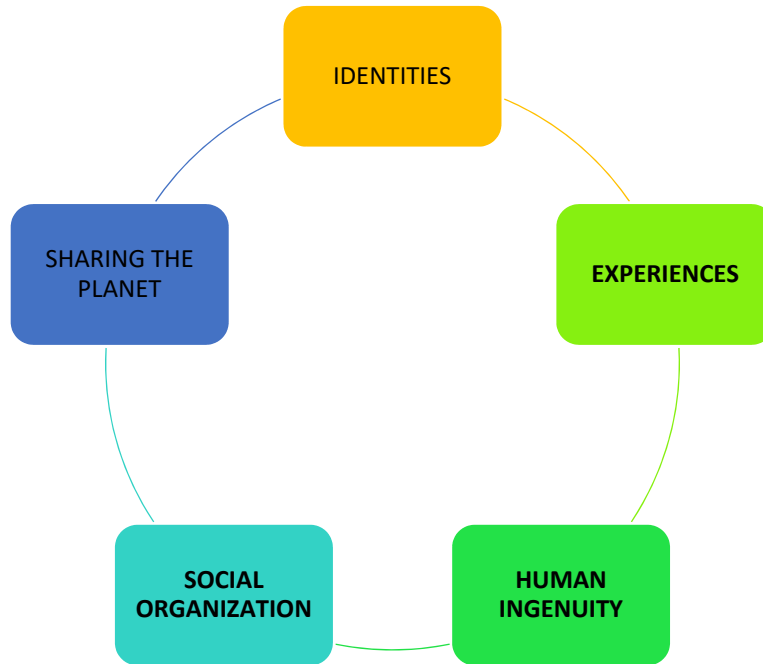
UNIT 4	<p><b>Thème : ORGANISATION SOCIALE</b>  Relations sociales: Points de vue et comportements sociaux  Question : Quel est le rôle de l'individu dans la communauté ?  Subtopic - RELATIONS SOCIALES</p> <ul style="list-style-type: none"> <li>•l'amitié</li> <li>•l'influence des ami(e)s</li> <li>•le mariage, le divorce et l'union libre</li> </ul> <p><b>Thèmes : ORGANISATION SOCIALE et PARTAGE DE LA PLANETE</b>  Questions mondiales: Mondialisation &amp; Discrimination &amp; Migrations  Question : A quoi servent les règles et les règlements dans la formation d'une société ?  Subtopic - COMPORTEMENTS SOCIAUX</p> <ul style="list-style-type: none"> <li>•l'égalité sexuelle</li> <li>•l'immigration</li> <li>•le racisme</li> </ul>
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DP Year 2	
UNIT 1	<p><b>Thèmes : IDENTITE et EXPERIENCES</b>  Diversité culturelle: Activité interculturelle/assimilation  Question : En quoi notre vision du monde serait-elle différente si nous vivions dans une autre culture ?  Subtopic – Sous-cultures  LE MONDE FRANCOPHONE</p> <p><b>Thème : INGENIOSITE HUMAINE</b>  Communication et médias: Presse; radio et télévision; téléphone; Internet; courrier; mél  Questions : Quels sont les effets des progrès scientifiques et technologiques sur nos vies ?  En quoi les médias modifient- ils les rapports que nous entretenons avec les autres ?  Subtopic – Communications et médias  Technologie Innovation scientifique  LES MEDIAS</p>
UNIT 2	<p><b>Thème : PARTAGE DE LA PLANETE</b>  Questions mondiales : L'environnement  Question : Quels problèmes environnementaux et sociaux présentent des difficultés à l'échelle mondiale, et comment ces difficultés peuvent-elles être surmontées ?  Subtopic – Environnements urbains et ruraux  Climat/énergie  OGM  Nucléaire  Océans  La planète en danger</p>



<p>UNIT 3</p>	<p><b>Thèmes : EXPERIENCES et INGENIOSITE HUMAINE</b>  Coutumes et traditions: Cérémonies, événements sociaux et religieux  Question : Comment et pourquoi différentes cultures marquent elles les moments importants de notre vie ?  Subtopic - CULTURE  les fêtes  la tradition (Noël et la Nouvelle année)  les coutumes</p> <p><b>Thèmes : EXPERIENCES et INGENIOSITE HUMAINE</b>  Diversité culturelle: Patrimoine culinaire  Question : Que pouvons-nous apprendre sur une culture grâce à son expression artistique ?  Subtopic -Expressions artistiques  A table  Les traditions alimentaires  Les coutumes</p>
<p>UNIT 4</p>	<p><b>Thème : ORGANISATION SOCIALE &amp; PARTAGE DE LA PLANETE</b>  Questions : Quelles occasions et quelles difficultés le monde du travail présente-t-il au XXIe siècle ? Quelles difficultés et quels avantage la mondialisation présente-t-elle ?  Questions mondiales :  La pauvreté  Ressources alimentaires et santé  Subtopic-  Droits de  l'homme  Paix et conflits  Égalité  La pauvreté  La famine  L'espoir  L'aide humanitaire</p>

**Circular approach models:**



**EXPECTATIONS:**

**The teacher will:**

- Provide a typical monolingual environment where teaching is provided in the target language.
- Use “authentic” materials - spoken or written, printed or electronic materials that have been produced to satisfy the needs and expectations of speakers of that language.
- Expose students to the significant varieties of the language wherever possible, particularly in the case of languages that are spoken in more than one country.
- Encourage students to develop ways of coping with unfamiliar language and situation, and to develop their autonomy

**The student will:**

- Be present and on time to class, ready with necessary materials.
- Take an active part in the lesson.
- Do assignments, homework on time and thoroughly.

**The following tips are useful:**

- Read in French as much as possible.
- Listen to the French radio or watch movies or TV.
- Speak French with your classmates.
- Take responsibility of making up work (including tests) due to absences. Contact me or your classmates for explanations, check your mailbox for materials.
- Missing work can affect your grade.

I look forward to working with you over the next 2 years. If you ever have any questions or concerns, please ask!

The IB Diploma program is a rigorous course of study, but you can succeed if you manage your time wisely.

Loreana Selišek Butina, M.A.