







***Teacher Information***

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***Course Overview***

Language B French is an additional language-learning course designed for students with some previous learning of French. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material that extends from everyday oral exchanges to literary texts, related to the culture(s) concerned.

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| Areas of Study | Themes |
| * Language
* Text
* Themes
 | * Identities
* Experience
* Human ingenuity
* Social organization
* Sharing of the planet
 |

Three areas of study—language, texts and themes—provide the basis of the two-year language B course. These three fundamental areas are interconnected and should be studied concurrently.

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding.

Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance. At the end of this course, students should be able to respond and interact appropriately in a defined range of everyday situations.

***Learning Outcomes***

The aims of the course are to:

1. develop students’ intercultural understanding;
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes;
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures;
4. develop students’ awareness of the role of language in relation to other areas of knowledge;
5. develop students’ awareness of the relationship between the languages and cultures with which they are familiar;
6. provide students with a basis for further study, work and leisure through the use of an additional language;
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.
8. To enable students to:
* communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding (Papers 1 & 2, IA);
* use language appropriate to a range of interpersonal and/or cultural contexts (Papers 1&2, IA);
* understand and use language to express and respond to a range of ideas with accuracy and fluency (Papers 1&2, IA);
* organize ideas on a range of topics, in a clear, coherent and convincing manner (Papers 1&2, IA);
* understand, analyse and respond to a range of written and spoken texts (Paper 1&2, IA)
* understand and use works of literature written in the target language of study - HL only -

***Unit Overviews***

*Unit 1 –* Identities : Who am I - mental and physical health

**Approximate Length**: 7 weeks

###### Over the course of this unit, students will:

###### Explore their identities and what defines young people in today’s world

###### Consider illbeing in young people whilst considering cultural background and upbringing

###### Discuss excessive behavior and addiction affecting our health

* Expand their knowledge of the French speaking world in terms of health

###### Grammar

###### Review indicative present - present conditional and imperative

###### Object and indirect object pronouns

###### Present participle

###### Plural and adjectival agreements

Vocabulary:

* personalities – relationship – habits – daily activities – youth – illbeing – wellbeing – cause – consequences – addictions – food habits

*Unit 2 –* Experience : leisure – holidays – migration

**Approximate Length**: 7 weeks

###### Over the course of this unit, students will :

* describe and interpret the message of an image; make an account of past events and describe setting, give opinions and give advice and making suggestions.
* Talk about our own hobbies and how these can allow for personal experiences
* Talk about tourism and holidays
* Discuss a new type of holidays
* Discuss the causes and effects of human migration
* Consider prejudice against migrants
* Learn about treatment of refugees and migrants in western French speaking countries

Grammar:

* past tenses : differences between imperfect and past perfect –
* object pronouns –
* comparative/ superlative

Vocabulary:

* leisure – experience - extreme sports – holidays – travels – discovery – migration - refugees

*Unit 3 –* Human ingenuity: ingenious ideas and creativity

**Approximate Length**: 7 weeks

###### Over the course of this unit, students will learn:

* To inform oneself on human ingenuity and its inventions
* To inform oneself on our own ability to create
* To consider social media’s influence on the development of inventions
* To consider factors which could affect our creativity
* To consider how the media influences our vision of the world
* To study different types of media persuasion to convince people

Grammar

* review and use of all indicative tenses - pronouns - adjectival agreements

Vocabulary

* architecture - media - literature - human advancements - technology - social network - creativity - art

*Unit 4 –* Sharing of the planet: the environment

**Approximate Length**: 7 weeks

Over the course of this unit, students will learn:

* To consider the state of our planet is at now
* To consider the origins of our planet being in an environmentally bad state
* To discuss the various danger our planet is facing
* To discuss various opinions on the state of our planet
* To discuss what is and how to be an eco-citizen

Grammar:

* review and use of all indicative tenses with an emphasis on future and conditional - review of pronouns

Vocabulary:

* the environment - sustainable development - eco-citizenship

*Unit 5 –* Human ingenuity : technology – the ethic of scientific innovations

**Approximate Length**: 7 weeks

###### Over the course of this unit, students will learn:

* To look at various ways of communication and analyse the challenges we are facing with the development of communication
* To speak about the effect of technology on our daily life, human development and the future
* To discuss scientific innovations in the medical fields and its ethic

Grammar:

* review of present and future
* introduction of subjunctive
* effective use of cohesive devices

Vocabulary:

* media and technology - negative and positive effects - doping - euthanasia - disease - give advice - argue - debate - convince

*Unit 6 –* Identities: Beliefs and values – subculture – languages and identities

**Approximate Length**: 6 weeks

###### Over the course of the next unit, students will learn:

* To explore what motivates young people in their actions
* To explore values amongst our societies and our beliefs
* To consider sub-cultures and their place in the French speaking world
* To discuss how subgroups can reflect conflicts of identity
* To understand the role of language in the build-up of one’s identity
* To study the cultural and linguistic differences in various French speaking countries
* To consider the place of regional languages
* To understand religion and beliefs in various parts of the world
* Preconceived ideas across cultures
* The growth of language

Grammar:

* relative pronouns
* consolidation of subjunctive and review of indicative tenses with focus on present (irregular verbs).

Vocabulary:

* cohesive devices to argument and convince – expressing beliefs – describing values

*Unit 7 –* Sharing of the planet: universal rights – equality – liberty

**Approximate Length**: 6 weeks

###### Over the course of this unit, students will learn:

* To think about the UN values which set the ground for human rights
* To evaluate the positive and weaknesses of UN values in the current world context
* To think about the values, economic, social and political equality are based on and to discuss the resolution of conflicts for a more egalitarian world.
* To explore the concept of liberty and its limits

Grammar:

* when to use : imperative - subjunctive - conditional - indicative
* making hypothesis in the present and in the futur.

Vocabulary

* debate - argumentation - human rights - conflicts

*Unit 8 –* Experience: rituals and traditions

**Approximate Length**: 5 weeks

Over the course of this unit, students will learn:

* To recount memories and important past events
* To discover how rituals affect life steps of French speaking people’s life
* To think about good manners in our everyday life
* To know about traditions and festivities in the French speaking world and their importance in the communication of traditional values
* To consider the meaning of rituals and their upholding in society
* Consider religion in family rituals

Grammar:

* Review of indicative tense with emphasis on past tenses
* Review of pronouns and reflexive verbs
* use of connectors

Vocabulary:

* idioms - expressing feelings - tradition - rituals

*Unit 9 –* Social organization : community – social commitment – the world of work

**Approximate Length**: 6 weeks

###### Over the course of this unit, students will learn:

* To think about the challenges we face living together and the importance of respect
* To discover different ways to live together
* To think about the need of society and the role of the volunteer in our society
* To think about the transition between schooling and the world of work
* To consider the world of work and its equality between gender and race
* To discover different types of community
* To establish link with the CAS programme
* Are the needs of society the same everywhere?
* To consider different expectations in application and process depending on countries

Grammar

* Consolidation of subjunctive, future and present conditional
* question structures

Vocabulary:

* community - volunteering - the world of work + revision: relationship - education

HL only – Literature component

*Unit 1 –* Study of a book

**Approximate Length**: 4 weeks

###### Over the course of this unit, students will learn:

* To understand a full piece of literacy work
* To discuss the topics in the book
* To discuss role of characters in a book
* To explore messages of a book

Grammar

* the use of “passé simple”
* la concordance des temps du passé
* exploration of literacy language

Vocabulary

* identity and experience - travels - self-reflection - description of landscapes

*Unit 2 –* Study of novels

**Approximate Length**: 4 weeks

###### Over the course of this unit, students will learn:

* To understand different short stories
* To discuss topics in short stories
* To identify how the book is a critic of society disguised in a child’s book

Grammar

* the study and understanding of grammatical usage and various style in various authors to achieve a same end.

Vocabulary

* introspection - crimes - punishment - life stories – suspense

Students will be evaluated using formative and summative assessments. The purpose of formative assessments and homework is to prepare students for summative assessments. Formative assessments will take many forms with the goal of scaffolding the knowledge, skills and the critical thinking required to successfully complete summative assessments. All summative assessments will be graded on the 1-7 IB scale. All reports will reflect the IB 1-7 grading scale and will be based the best-fit approach to assessment.

***Assessment***

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Each unit will include formative and summative assessment of each of the exam types (Writing, Listening, Reading and Speaking).

***Paper 1***

**Assessment Description**:

**Written** **productive Skills**

One written task to choose from three

250-400 word for SL

400-600 words for HL

**Marks:**

30 marks

**Duration**:  1h 15 minutes for SL – 1 h 30 minutes for HL

***Paper 2***

**Assessment Description**:

**Receptive skills Assessment Description:**

Listening (three audio texts and questions of comprehension)

Reading (three written texts and questions of comprehension)

**Marks** :

Listening : 25 points

Reading : 40 points

**Duration**:

Listening Comprehension: SL: 45 minutes - HL: 60 minutes

Reading comprehension SL and HL: 60 minutes

***Internal Assessment: Individual oral***

**Assessment Description**:

Internal assessment (IA):

SL : Presentation of a visual stimulus by followed a conversation with the teacher, based on the topic covered in the stimulus followed by discussion based on an additional theme

HL: presentation of a 300-word extract from one of the literary work studied in class followed by a conversation with the teacher, based on the extract studied, followed by a discussion based on one or more of the themes from the syllabus.

**Marks** : 30 marks

**Duration**: 30 minutes for SL – 35 minutes for HL

***IB Component Breakdown***

French B **SL and HL** (standard level and higher level)

* Paper one: **Weight**: 25%
* Paper two: **Weight**: 50% (25 % listening comprehension / 25 % reading comprehension)
* Internal assessment (IA): **Weight**: 25%

***Course Grade Descriptors***

While we will look carefully at the grades students have achieved on the various assessments, ultimately, quarterly grades as well as predicted grades will be based on the following grade descriptors.

**French B (HL)**

**Grade 7**

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

**Grade 6**

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

**Grade 5**

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

**Grade 4**

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

**Grade 3**

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

**Grade 2**

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

**Grade 1**

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with the easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

**French B (SL)**

**Grade 7**

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

**Grade 6**

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

**Grade 5**

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

**Grade 4**

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organising their work.

**Grade 3**

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

**Grade 2**

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with the easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

**Grade 1**

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

***Students Responsibilities***

***Academic Honesty***

**Protocol For In-School Malpractice**

The following steps will be followed in cases of malpractice:

1. Teachers will advise students of suspicion of misconduct
2. A record of the incident will be forwarded to the Diploma Programme Coordinator
3. The Diploma Programme Coordinator will discuss the incident with the teacher
4. The Diploma Programme Coordinator will interview the student involved
5. The Diploma Programme Coordinator will forward his or her assessment of the incident to the Secondary School Assistant Principal
6. The Secondary School Assistant Principal will assess the infraction and impose the corresponding consequence, if necessary.

**Malpractice on Assessments to be Submitted to the IB**

According to the Academic Honesty (2009) document, in cases of malpractice on assessments or exam that are intended for submission to the IB, the following protocol has been put in place.

Once a candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment together with the coversheet signed (or authenticated electronically) to the effect that it is the final version of the work, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defense to claim that the incorrect version of the work was submitted for assessment.

After a candidate has signed and dated the coversheet (or authenticated electronically)to the effect that his or her work is authentic and constitutes the final version of that work, the candidate’s teacher (or supervisor in the case of an extended essay) must also sign and date the coversheet to the effect that to the best of his or her knowledge it is the authentic work of the candidate. Any suspicion of malpractice that arises after the candidate has signed the coversheet must be reported to the coordinator help desk at IB Cardiff for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the coversheet must be signed by the teacher/supervisor. It is not acceptable for the teacher to:

* delete the declaration and then sign the coversheet
* submit the work for assessment without his or her signature
* sign the declaration and then write comments on the work or coversheet that raise doubts about the work’s authenticity.
* In the above circumstances the IB will not accept the work for assessment (or moderation) unless confirmation is received from the school that the candidate’s work is authentic.

If a teacher is unwilling to sign a coversheet owing to a suspicion of malpractice, the matter must be resolved within the school. The coordinator has the option of informing the coordinator help desk that the work will not be submitted on behalf of the candidate (resulting in no grade being awarded for the subject or diploma requirement).

**Malpractice in Testing Situations:**

Students may not:

* take unauthorized material into an examination room (see below)
* leave and/or access unauthorized material in a bathroom/restroom that may be visited during a test
* pass on information to another student about the content of an examination, this includes facilitating the exchange of information between other students in any way
* steal examination papers
* using an unauthorized calculator during an examination

Students must not have unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) in their possession during a testing situation.  “In their possession” may be taken to mean on the person of the student, in the student’s immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the test. It is very important to note that guilt will be confirmed by the school administration regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the test. The actual possession of unauthorized material constitutes malpractice; the school administration is not required to establish whether the student used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

***Late Assessment Policy***

Late Assessments:

Should a student not complete a summative assessment on time (this includes summative drafts) teachers will:

●       Speak with the student to find out why the assessment has not been submitted.

●       An email home will be sent to parents detailing the missed assessment and the student will be asked to stay in school until it is completed.

●       If the assessment is pending, once received, they log the infraction in the “reward and conduct” tab in iSAMS regarding the tardiness of the assessment.

o    Note: in the case of pending assessments, any arrangements with students will not exceed 24 hours.

●       If a student does not attend after school to work on the assessment, the teacher will confer with the student and, if necessary, refer the incident to the Grade Leader. The Grade Leader will discuss the situation with the student to see if support is required or consequences need to be imposed. The Grade Leader will subsequently record the incident in iSAMS. Further incidents of truancy will be escalated to the Secondary School Administration.

●       If there is a second incident of a late submission of an assessment, the teacher will report it in an email to the Grade Leader who may contact parents for a meeting where you may be included. The Grade Leader will record their actions in iSAMS.

●       Further incidents of late assessments will be reported to Grade Leaders who will forward the incident(s) to the Secondary School administration who, if warranted, will initiate an in-school suspension where students will complete the assessment until it is completed to standard. A record of the suspension will be recorded in iSAMS and prompt a communication with parents.

●       Any subsequent incidents of late assessments will necessitate a parent meeting with a member of the Secondary School Administration to determine the best way forward.

Tests Absenteeism

●       In cases where students are not in school on a test day, a communication from parents will be required.

●       The student will need to present their teacher with a doctor’s note upon their return to class if the test is to be administred with no consequence.

●       Should an authorized absence not be received, the student may not be permitted to write the test and an “NA” representing an “incomplete” will appear on the next quarterly report.

●       If this incident reoccurs, the issue will be escalated to the Head of Senior School and will receive a ‘O’.

●       Aside from school activities, all test absences will be recorded in iSAMS by the teacher with a note in the “record description” whether the test absence was authorized or not. The Grade Level Leader may follow-up with the student, if necessary.

***Teacher Assessment Commitments***

***All teachers will:***

●       Provide feedback on all formative assessments within one calendar week of receipt.

●       Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned.  If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.

●       Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).

●       Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.

●       Return summative assessments to students with feedback no later than three calendar weeks after the due date.

●       Update Managebac immediately upon completion of marking/feedback.

●       Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. Late assessment procedures are outlined below.

●       Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.