

IB Diploma Programme course outlines: Language B French

Course description

The aim of this course is to enable students to communicate effectively in French, in a wide range of authentic situations and to a range of audiences, in both spoken and written form. They will also be able to understand a wide range of written texts and spoken material and respond accordingly. It is hoped that their experience and efficiency in using the target language will provide them with the confidence and enjoyment to further their language studies or use in work or leisure throughout their future life.

The cultural context of France and Francophone countries within which this Language B is studied will provide exposure to the ideas and attitudes of these nations by means of texts and recorded material, creating an appreciation of cultural and international diversity. The cultural context will be related to teenagers' interests and concerns in a changing world.

The three areas of Language, Cultural Interaction and Message, linked to the assessment criteria, will be explored across the four main language-learning skills of Listening, Speaking, Reading and Writing. The Language objective will demand a degree of depth, precision and range. In order to fulfill the Cultural interaction, students will be exposed to a wide range of authentic material encompassing different perspectives, and encouraged to practice their language skills in different social situations.

Working on the Message objective will require attention to presentation, and evaluation of their organization of ideas in order to communicate appropriately and clearly. Such a thorough, eclectic and culturally aware approach to language learning should provide students with the desire to communicate, the tools to do so, and an appreciation of both the way languages work and their cultural background.

It is intended that students taking the SL and HL course, which will be scheduled together for the first year of the two year course, will have achieved a Grade 4 and above for SL, and a Grade 5 and above for HL based on MYP grade descriptors.

Language B French Topics

DP Year 1	Topic(s) title(s)	Topic(s) description
Sept – Oct	Personal relationships	Family life and the different family types Changing relationships between generations Friends, relationships between boys and girls Future plans
Nov – Dec	Leisure Time Food and drinks	Week-end activities and free time Cinema, theatre, concerts, shopping, reading, festivals, sports Meal habits in francophone countries and elsewhere Food preferences and recipes, vegetarianism, organic food, healthy and non-healthy habits Eating disorders
Jan – Feb	Education The world of work	School and further education Foreign languages and exchange programmes The importance of education in the world Work experience: summer jobs, au pair jobs, volunteering Men and women at work Unemployment, the black economy
Mar – Apr	La Francophonie Tourism and transports	Discovery of French regions and French speaking countries, culture and cultural understanding Holidays, transports, accommodation, activities
May – Jun	The environment	Conservation and pollution, waste and recycling, energy, resources and pressure groups Natural disasters

DP Year 2	Topic(s) title(s)	Topic(s) description
Sept – Oct	Health	Minor and major health problems Well-being and fitness Sport and doping Addictions, depression and stress Global diseases
Nov - Dec	Multicultural France	Geography, history and politics Colonialism, the minorities, immigration and racism
Jan – Feb	Media and advertising Global issues	The press: radio, television, radio and Internet Living conditions, poverty, exclusion Globalization Crime and justice, death penalty War and peace, religion
March – April	Science and new technologies Revision and exam practice	Human ingenuity: progress or madness? New discoveries, space quest Genetically modified products Medical research, test-tube babies, cloning

Language B Assessment

When teaching and planning internal formal and informal assessments, skills and tasks addressed in the external and internal IB papers as outlined below will inform and guide our assessment procedures. Percentages given below refer to both HL and SL assessments.

Differentiation is explained in each particular section.

Paper 1 Text Handling 11/2 hours 40%

Divided into two sections: section A: reading, section B: written response.

All texts and questions are in the target language, with all responses written in the target language. There is a reading section, with questions based on a number of written texts, and a written response taking the form of a short writing exercise of a minimum of 100 words. Several question formats are used, such as true/false, reordering of sentences, multiple choice or short excerpt answers, etc. Differentiation between HL and SL here is based on the number of criterion used for assessment. At HL, this is based upon the extent to which a candidate selects language appropriate to the audience and type of text, and also the extent to which all necessary information from the source text is included.

Paper 2 Written production 11/2 hours 30%

This paper consists of six tasks at HL and four tasks at SL, with candidates choosing one task only. Students use their personal reading of both literary and other texts based on a cultural background, using a language appropriate to the type of text and audience in order to communicate a message. Students write a minimum of 400 words HL and 250 words SL. Marking is on the basis of the 3 assessment criteria, Language, Cultural Interaction and Message.

The final external exam for these two papers is in May of the final year.

IB internal assessment: Oral Component 30%

This consists of an oral based on both listening and speaking. The format is the same for both HL and SL,

This test is assessed by the teacher using the language B oral descriptors, moderated externally by the IB, and consists of 2 activities:

- an individual oral lasting around 10 minutes, consisting of an interview in two parts and a general discussion

- an interactive oral activity: interactive oral activities take place throughout the course and the teacher sends in the best mark. These activities may be based on a range of materials such as advertisements, literary texts and recordings, with a balance of listening and speaking taking place. They will involve pair, group or whole class work.