



**CARSON GRAHAM
SECONDARY**

COURSE OUTLINE – DP FRENCH B

Course Description:

French B is a two-year course that aims to develop the students' linguistic competence and intercultural understanding. The language skills developed will enable the student to communicate effectively with a variety of audiences. Authentic materials will be used in order to maximize the student's exposure to the target language and to model the appropriate use of the language in a range of situations, contexts and, purposes while investigating a variety of themes or subjects. French will be the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in French as well as a wide exposure to the international Francophone community. There is a common syllabus at SL and HL (with literature as an additional component of the HL course).

Course Syllabus:

THE CORE

These three topics are compulsory at SL and HL. Students are required to study at least two aspects from each core topic.

- Communication and media
- Global issues
- Social relationships

THE OPTIONS

At least two aspects must be studied from each selection.

- Cultural diversity
- Leisure
- Customs and traditions
- Health
- Science and technology

Topics Covered from the Core & the Options

Year 1

- Personal Relationships
- The Francophone World / the nature of Bilingualism. (Film: Joyeux Noel)
- Education (Film: Entre les Murs) & Les Pensionnats (Residential Schools)
- L'histoire de la France
- Cuisine, Culture et Clichés (strikes & demonstrations)
- Les nouvelles technologies (cellphones & robots)

Year 2

- Ethical questions in Science (euthanasia, GMOs, etc)
- Immigration and refugees
- Racism and the Extreme Right in France. (Film: La Haine)
- The Environment (novel: l'Homme qui Plantait des arbres)
- Health and Well being
- The Power of the Media





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Assessment Objectives:

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

Assessment Overview & Timeline:

INTERNAL ASSESSMENT

Individual oral (20%)	Year 2 January/ February
Interactive oral (10%)	Year 2 October/ November/ December
(students complete 3 and teacher selects one to submit to IB)	

EXTERNAL ASSESSMENT

Written assignment (20%)	Year 2 January/February
(intertextual reading & writing)	
Paper One – reading skills (25%)	Year 2 May
Paper Two – writing skills (25%)	Year 2 May

FORMATIVE ASSESSMENT (school based mark)

Written 70%	Grammar quizzes, assignments, projects, reading
Oral 30%	Speaking and listening activities, presentations, interviews and dialogues





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Grade Descriptors:

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 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.





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BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.

Approaches to Learning (ATL)

Approaches to learning across the Diploma Programme refer to deliberate strategies, skills and attitudes which are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning categories in the DP are:

- thinking skills
- social skills
- communication skills
- self-management skills
- research skills

Development of these skills are key to success in the Diploma Programme and will be formally and informally taught and assessed.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf>

