

## COURSE DESCRIPTION

French B is an additional language-learning course designed for students with some previous learning of at least two years. It may be studied at either standard level (SL) or higher level (HL). The IB diploma programme of the Šrobárova grammar school offers the standard level of the French B language acquisition course.

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.

### AIMS AND OBJECTIVES IN LANGUAGE ACQUISITION

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in 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 a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning. (Subject guide French B, 2020)

### 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 self-evaluation, peer-based and teacher-based evaluation throughout the course.
- Some formative (coursework) and summative assessment (overall, based on unit exams, writing production, listening and reading comprehension) will take place.
- 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 course).

## 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</b>	<b>30 marks</b>

## EXTERNAL ASSESSMENT OUTLINE (SL)

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour 15 minutes)	
Productive skills – writing (30 marks)	25%
One writing task of 250-400 words from a choice of three, each from a different theme,	

<p>choosing a text type from among those listed in the examination instructions</p> <p>Paper 2 (1 hour 45 minutes)</p> <p>Receptive skills- separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises from three video passages and three written texts, drawn from all five themes.</p>	<p>50%</p> <p>25%</p> <p>25%</p>
<p><b>Internal assessment</b></p> <p>Internally assessed by the teacher and externally moderated by the IB at the end of the course</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion</p> <p>Based on an additional theme (30 marks)</p>	<p>25%</p>