QASMT Work Program
Group 2 Language B
2013 Syllabus
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<th>Unit Title</th>
<th>Time (hrs)</th>
<th>Key concepts &amp; Key ideas (This is the syllabus objectives that will be covered)</th>
<th>Assessment</th>
<th>Category</th>
<th>Technique, Description &amp; Conditions</th>
</tr>
</thead>
</table>
| 1                | Customs and traditions      | 28         | • Celebrations, social and religious events  
                     • Food                                                      | Exam       |          | Reading - 60m, reading comprehension questions, 30%  
                                                                 Writing – 60m, 40%  
                                                                 Speaking – interactive oral, 30% (Week 4-7) |
| 2                | Social relationship         | 35         | • Educational system  
                     • Relationships (friendship, work, family)                | Exam       |          | Reading - 60m, reading comprehension questions, 30%  
                                                                 Writing – 60m, 40%  
                                                                 Speaking – interactive oral, 30% (Week 6-9) |
| Year 11 (Sem I)  | Science and technology      | 35         | • Impact of information technology on society  
                     • Scientific research  
                     • Renewable energy                                             | Exam       |          | Reading - 60m, reading comprehension questions, 30%  
                                                                 Writing – 60m, 40%  
                                                                 Speaking – interactive oral, 30% (Week 6-9) |
| 3                | Communication and media     | 35         | • Advertising  
                     • Censorship  
                     • Internet  
                     • Mail  
                     • Press  
                     • Radio and television  
                     • Telephone                                                     | Exam       |          | Reading - 60m, reading comprehension questions, 30%  
                                                                 Writing – 60m, 40%  
                                                                 Speaking – discretionary (if Speaking is not conducted, weighting for Reading and Writing will be 30%(Reading) +40%(Writing)/70 X 100) (Week 6-9) |
| Year 11 (Sem II) | Cultural diversity          | 28         | • Beliefs, values and norms  
                     • Culinary heritage  
                     • Language diversity  
                     • Migration                                                  | Exam       |          | Reading and Writing – 60m, weighting for Reading and Writing will be 30%(Reading) +40%(Writing)/70 X 100 (Week 6-9) |
<table>
<thead>
<tr>
<th>Item #</th>
<th>Unit Title</th>
<th>Time (hrs)</th>
<th>Key concepts &amp; Key ideas (This is the syllabus objectives that will be covered)</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 6      | Global issues               | 35         | • Global warming, climate change, natural disasters  
• Racism, prejudice, discrimination | Interactive oral 1 – 15m, 30%, week 7 (IA)  
Reading – 60m, 30%, week 8  
Writing – 60m, 40%, week 8 |
| 7      | Leisure / Health            | 35         | Leisure  
• Entertainment  
• Hobbies  
• Sports  
• Travelling Health  
Health  
• Diet and nutrition  
• Physical exercise | Interactive oral 2 (IA) – 15m, 10%, week 2  
Reading – 60m, 30%, week 8  
Writing – 60m, 40%, week 8  
Individual oral (IA) – Exam Block 20% for the term |
| 8      | Written assignment / Revision | 49         | Written assignment  
SL Students produce a piece of writing 300–400 words in length that may be chosen from the recommended text types listed for paper 2. The content must be linked to one of the core topics and based on the information gathered from the three sources selected by the teacher. The length of each source must be 300-400 words.  
HL Students produce a piece of creative writing that may be chosen from the recommended | Interactive oral 3 (IA) – 15m, 20%, week 2  
Assignment  
Written assignment – week 4 30%  
Reading – 90m, block exam 25%  
Writing – 90m, block exam 25% |
text types listed for paper 2. It will be based on a work of literature that the student has read as part of the course and may use related information from other reading material. The task must be 500–600 words in length. Students must write a 150-word rationale introducing the assignment, stating their aim(s) and how their aim(s) have been achieved.

IB examination preparation
<table>
<thead>
<tr>
<th>Sem / Item #</th>
<th>Unit Title</th>
<th>Time (hrs)</th>
<th>Key concepts &amp; Key ideas (This is the syllabus objectives that will be covered)</th>
<th>Assessment Category (Assignment, IA, Exam, Portfolio)</th>
<th>Assessment Technique, Description &amp; Conditions</th>
</tr>
</thead>
</table>
| Year 10 (Term 4) | 1 Customs and traditions          | 28         | - Celebrations, social and religious events  
- Dress codes, uniforms  
- Etiquette and protocols  
- Food | Exam | Reading - 60m, reading comprehension questions, 30%  
Writing – 60m, 40%  
Speaking – interactive oral, 30% (Week 4-7) |
| Year 11 (Sem I) | 2 Social relationship             | 35         | - Educational system  
- Language and cultural identity, or self identity  
- Relationships (friendship, work, family)  
- Social behaviours and stances | Exam | Reading - 60m, reading comprehension questions, 30%  
Writing – 60m, 40%  
Speaking – interactive oral, 30% (Week 6-9) |
| Year 11 (Sem I) | 3 Science and technology          | 35         | - Impact of information technology on society  
- Natural sciences  
- Social sciences | Exam | Reading - 60m, reading comprehension questions, 30%  
Writing – 60m, 40%  
Speaking – interactive oral, 30% (Week 6-9) |
| Year 11 (Sem II) | 4 Communication and media         | 35         | - Advertising  
- Bias in media  
- Mail  
- Press | Exam | Reading - 60m, reading comprehension questions, 30%  
Writing – 60m, 40%  
Speaking – discretionary  
(if Speaking is not conducted, weighting for Reading and Writing will be 30%(Reading) +40%(Writing)/70 X 100) (Week 6-9) |
| Year 11 (Sem II) | 5 Cultural diversity              | 28         | - Migration  
- Language diversity | Exam | Reading and Writing – 60m, weighting for Reading and Writing will be 30%(Reading) +40%(Writing)/70 X 100 (Week 6-9) |
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<tr>
<th>Item #</th>
<th>Unit Title</th>
<th>Time (hrs)</th>
<th>Key concepts &amp; Key ideas</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Leisure / Health</td>
<td>35</td>
<td>Leisure • Entertainment • Social interaction through leisure • Travelling Health • Diet and nutrition • Drug abuse • Mental health</td>
<td>IA Exam</td>
</tr>
<tr>
<td>7</td>
<td>Global issues</td>
<td>35</td>
<td>• Energy reserves • Global warming, climate change, natural disasters • The environment and sustainability</td>
<td>IA Exam</td>
</tr>
<tr>
<td>8</td>
<td>Written assignment / Revision</td>
<td>49</td>
<td>Written assignment SL Students produce a piece of writing 300–400 words in length that may be chosen from the recommended text types listed for paper 2. The content must be linked to one of the core topics and based on the information gathered from the three sources selected by the teacher. The length of each source must be 300-400 words.</td>
<td>Assignment IA Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written assignment – week 2 20% Individual oral – week 4 20% Interactive oral – highest grade of the 3 assessments 10% Reading – 90m, block exam 25% Writing – 90m, block exam 25%</td>
<td></td>
</tr>
<tr>
<td>literature that the student has read as part of the course and may use related information from other reading material. The task must be 500-600 words in length. Students must write a 150-word rationale introducing the assignment, stating their aim(s) and how their aim(s) have been achieved.</td>
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<tr>
<td>IB examination preparation</td>
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</tbody>
</table>
## Unit Overviews - French
Sample Overview #1 [Social relationship]

### Main topic: Social Relationship
Year 11 Term 1

Total number of hours: 35  
Total Number of weeks: 10

<table>
<thead>
<tr>
<th>Week</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relationships: friendship</td>
</tr>
<tr>
<td>2</td>
<td>Relationships: friendship</td>
</tr>
<tr>
<td>3</td>
<td>Relationships: friendship</td>
</tr>
<tr>
<td>4</td>
<td>Relationships: family</td>
</tr>
<tr>
<td>5</td>
<td>Relationships: family</td>
</tr>
<tr>
<td>6</td>
<td>Relationships: family</td>
</tr>
<tr>
<td>7</td>
<td>Educational system</td>
</tr>
<tr>
<td>8</td>
<td>Speaking – interactive oral, 30%</td>
</tr>
</tbody>
</table>
|      | Reading - 60m, reading comprehension questions, 30%  
|      | Writing – 60m, 40%        |
| 9    | Work                     |
| 10   | Work                     |
Unit Overview:
The French Language B program enables students to understand and use the language they study in a range of contexts and for a variety of purposes. Students will be able to use the language appropriately and also develop their awareness of the role of language in relation to other areas of knowledge. Through the study of texts and through social interaction, students will develop an awareness and appreciation of the different perspectives of people from other cultures. This course aims at providing students with a basis for further study, work and leisure through language. Students will also develop an awareness of the relationship between the languages and cultures with which they are familiar. In this unit, students will cover social relationships with particular focus on family, friendship, school and work. Grammar and verb tenses will be taught and reinforced in a continuous fashion through the unit.

Theory of Knowledge:
Theory of knowledge is an integral part of the French Language B class. Students will be asked to think about the cognitive processes they go through when learning a new language, how they store, retrieve and use the information they learn. Students will be taught techniques that will help them memorise new vocabulary. Students will be taught about aspects of the French way of living and will be encouraged to compare the Australian culture and history to what they learn about France and French culture. Students will be able to critically reflect and analyse different ways of knowing and will take a close look at metacognitive processes involved in acquiring a new language and getting familiar with a new culture.

IB Learner Profile:
Select aspects of the IB Learner Profile that will be implicit and explicit in the delivery of this unit. Indicate how these aspects of the profile will be addressed.

<table>
<thead>
<tr>
<th>Role</th>
<th>Implicit in delivery</th>
<th>Explicit in delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Research, inquiry, and analysis of data and information</td>
<td>Open-mindedness, critical thinking, development of their own perspectives</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Cultural, social, historical, and philosophical knowledge</td>
<td>Caring, respect for others, appreciation of diversity</td>
</tr>
<tr>
<td>Thinkers</td>
<td>Critical thinking, logical reasoning, and problem-solving</td>
<td>Risk-taking, innovation, creativity</td>
</tr>
<tr>
<td>Communicators</td>
<td>Language and communication skills, oral and written</td>
<td>Balanced, understanding and appreciation of other cultures</td>
</tr>
<tr>
<td>Principled</td>
<td>Integrity, respect, and responsibility</td>
<td>Reflective, sensitivity to ethical and moral issues</td>
</tr>
</tbody>
</table>

Syllabus Objectives (Overview):
☐
**Student Assessment (Overview):**
- Students will have regular formative tests.
- Students will have three to four summative pieces of assessments per term in the skills of speaking, writing, reading and listening.

**Accommodations for Differentiated Learning**

**Gifted Student:**
Students are provided with a range of texts during the unit, some of which vary in level of difficulty. Gifted students are encouraged to work on the harder texts (reading). When completing writing tasks, gifted students are encouraged to write more than the minimum word limits and to use a dictionary to extend the vocabulary they learn in class. Students are encouraged to carry out speaking tests without using palmcards (where applicable.) Students are provided with online resources and are encouraged to use the web to accelerate and expand their learning and cultural references. Students do a lot of pair work in class; gifted students are encouraged to enhance their expression by working with peers of similar abilities or to consolidate their knowledge through peer tutoring.

**English as a Second Language (ESL) Student:**
In the French Language B course all students will be more or less on an equal basis as all students will have little or no prior knowledge of the French language. Students will be taught explicit aspects of English grammar as well as French grammar and syntax. ESL students benefit from English grammar lessons and gain a reinforced understanding of both the French and English language. Students are taught techniques to help them learn new vocabulary. Learning another language helps ESL students strengthen their prior knowledge and understanding of English.

**Students with Special Needs:**
In pair work students with special needs are paired up by the teacher to facilitate an effective collaboration. Students are provided with clear and explicit step by step instruction as to what they need to do and assessments may be scaffolded. Students are presented with a wide range of materials (audio, visual, etc) and the teacher can cater for kinesthetic learners. Units will be presented in a way where all learning styles will be catered for and students with special needs will benefit from working collaboratively with their peers. Students are encouraged to attend French tutorials offered at school on a needs basis. In some instances students are provided with varying difficulty level written texts and students with special needs are provided with modified tasks where applicable. Learners with auditory problems are seated at the front of the class and the teacher ensures they can do the listening assessment in the best possible environment. Students with visual impairments are provided with bigger print texts allowed to work on their tablets at all times.

**Materials and Resources**

<table>
<thead>
<tr>
<th>Technology – Hardware</th>
<th>Technology – Software</th>
<th>Printed Materials</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Laptops</td>
<td>☑ Database / Spreadsheet</td>
<td>☑ Text book</td>
<td>☑ Blackboard (course materials posted)</td>
</tr>
<tr>
<td>☑ Data Projectors</td>
<td>☑ Desktop Publishing</td>
<td>☑ Work book</td>
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<td>☑ Editing Software</td>
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<tr>
<td>☑ VCR / DVD</td>
<td>☑ Internet / Web Browser</td>
<td>☑ Reference materials</td>
<td>☑ Other</td>
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<tr>
<td>☑ MP3 Player</td>
<td>☑ Multi-media</td>
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<td>☑ Mobile technology</td>
<td>☑ Animation Software</td>
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<td>☑ PDA</td>
<td>☑ Web page development</td>
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<td>☑ Video Camera</td>
<td>☑ Word Processing</td>
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<tr>
<td>☑ Other</td>
<td>☑ Other</td>
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</tr>
</tbody>
</table>

**Professional Learning**
- Teachers maintain top level of native or native-like French proficiency and current understanding of the French language and culture. Teachers attend IB professional training courses.
<table>
<thead>
<tr>
<th>Time (hrs)</th>
<th>Focus Topic</th>
<th>Key Concepts / Key Ideas (From syllabus)</th>
<th>Learning Experiences</th>
<th>Resources Required</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>1. Social relationships (Le rapport social)</td>
<td>1. Family: (La famille) - La famille normale v/s la famille idéale, - famille traditionnelle v/s famille moderne - Les rôles des parents</td>
<td>- Students will be able to: Ecouter 'la famille idéale' (TV2) : discuter ensuite. Les types de famille (TV Snr) Parler des droits et des devoirs des parents et des enfants Exprimer son avis quant à une famille 'idéale' et une famille 'normale'; l'importance de l'amitié; Les influences et les dangers qui guettent les ados. 'Devenir majeur'—le même concept Fr/Aust.? Une école pour la réussite -- describe own schooling -- compare Australian and other educational systems -- décrire l'importance du baccalauréat - Présentez le schéma du système d'enseignement en France/chez nous Décrire l'originalité des QA A décrire : 'Mon parcours scolaire' Listen to French people describing their education and professional options. Research education information on Internet Parler des conceptions de l'éducation suite au film, Les Choristes ou Entre les murs. Parler des métiers—formation et qualifications; qualités requises. Si vous étiez riche... AP p.52-53 GC 49 Ex.4 Si je gagnais au Loto...</td>
<td>- Tapis Volant 2 (Student Book &amp; Work book) &amp; CD Tapis Volant snr Unite 1 - Encore Tricolore 4 Unite 10 Au Point Chap 3, 6 Le monde en Francais Tout Terrain Unite 3 - Internet resources - French songs/movies - Blackboard</td>
<td>Summative: - Speaking – interactive oral, 30% week 7 - Week 8: Reading - 60m, reading comprehension questions, 30% - Writing – 60m, 40% week 8</td>
</tr>
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</tbody>
</table>

**Reflections:**
Sample Overview #2 [Science and Technology]

Main topic: Science and Technology
Year 11 Term 2

Total number of hours: 35
Total Number of weeks: 10

<table>
<thead>
<tr>
<th>Week</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Impact of information technology on society</td>
</tr>
<tr>
<td>2</td>
<td>• Impact of information technology on society</td>
</tr>
<tr>
<td>3</td>
<td>• Impact of information technology on society</td>
</tr>
<tr>
<td>4</td>
<td>• Renewable energy</td>
</tr>
<tr>
<td>5</td>
<td>• Renewable energy</td>
</tr>
<tr>
<td>6</td>
<td>• Renewable energy</td>
</tr>
<tr>
<td>7</td>
<td>• Scientific research</td>
</tr>
<tr>
<td>8</td>
<td>• Scientific research</td>
</tr>
<tr>
<td>9</td>
<td>• Scientific research</td>
</tr>
<tr>
<td>10</td>
<td>• Scientific research</td>
</tr>
</tbody>
</table>
### Unit Overview:
The French Language B program enables students to understand and use the language they study in a range of contexts and for a variety of purposes. Students will be able to use the language appropriately and also develop their awareness of the role of language in relation to other areas of knowledge. Through the study of texts and through social interaction, students will develop an awareness and appreciation of the different perspectives of people from other cultures. This course aims at providing students with a basis for further study, work and leisure through language. Students will also develop an awareness of the relationship between the languages and cultures with which they are familiar. In this unit, students will cover the topic Science and Technology with particular focus on the impact of information technology on the modern society, renewable energy and scientific research. Grammar and verb tenses will be taught and reinforced in a continuous fashion throughout the unit.

### Theory of Knowledge:
Theory of knowledge is an integral part of the French Language B class. Students will be asked to think about the cognitive processes they go through when learning a new language, how they store, retrieve and use the information they learn. Students will be taught techniques that will help them memorise new vocabulary. Students will be taught about aspects of the French way of living and will be encouraged to compare the Australian culture and history to what they learn about France and French culture. Students will be able to critically reflect and analyse different ways of knowing and will take a close look at metacognitive processes involved in acquiring a new language and getting familiar with a new culture.

### IB Learner Profile:
Select aspects of the IB Learner Profile that will be implicit and explicit in the delivery of this unit. Indicate how these aspects of the profile will be addressed.

<table>
<thead>
<tr>
<th>Inquirers</th>
<th>Knowledgeable</th>
<th>Thinkers</th>
<th>Communicators</th>
<th>Principled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-minded</td>
<td>Curious, critical, reflective</td>
<td>Analytical, creative, logical</td>
<td>Reflective, open-minded, empathetic</td>
<td>Balanced, reflective, creative</td>
</tr>
</tbody>
</table>

### Syllabus Objectives (Overview):

- [ ]
**Student Assessment (Overview):**

- Students will have regular formative tests.
- Students will have three to four summative pieces of assessments per term in the skills of speaking, writing, reading and listening.

**Accommodations for Differentiated Learning**

**Gifted Student:**
Students are provided with a range of texts during the unit, some of which vary in level of difficulty. Gifted students are encouraged to work on the harder texts (reading). When completing writing tasks, gifted students are encouraged to write more than the minimum word limits and to use a dictionary to extend the vocabulary they learn in class. Students are encouraged to carry out speaking tests without using palmcards (where applicable.) Students are provided with online resources and are encouraged to use the web to accelerate and expand their learning and cultural references. Students do a lot of pair work in class; gifted students are encouraged to enhance their expression by working with peers of similar abilities or to consolidate their knowledge through peer tutoring.

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**Students with Special Needs:**

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**Professional Learning**

- Teachers maintain top level of native or native-like French proficiency and current understanding of the French language and culture. Teachers attend IB professional training courses.
<table>
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<tr>
<th>Time (hrs)</th>
<th>Focus Topic</th>
<th>Key Concepts / Key Ideas (From syllabus)</th>
<th>Learning Experiences</th>
<th>Resources Required</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>1. Science et technologie</td>
<td>1. The impact of information technology on our society</td>
<td>Students will acquire, extend and refine vocabulary pertaining to information technology and its impact on our society - renewable energy - scientific research</td>
<td>1. Tout Terrain</td>
<td>Summative:</td>
</tr>
<tr>
<td>10 weeks</td>
<td></td>
<td>2. Renewable energy (les energies renouvelables)</td>
<td>Students will learn how to write personal appreciation essay: Aimez vous la science? Students will know how to write a formal letter (job application)</td>
<td>Au Point</td>
<td>- Speaking – interactive oral, 30% week 6</td>
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<td>3. Scientific research (La recherche scientifique)</td>
<td>Students will be able to discuss and debate on renewable energies using appropriate persuasive techniques.</td>
<td>Tapis Volant srn</td>
<td>- Week 7: Reading - 60m, reading comprehension questions, 30%</td>
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<td>Students will also learn how to write a pamphlet, debate their viewpoint in a given dissertation essay and acquire strategies and techniques to deal with an individual oral.</td>
<td>3. Le monde en Français Unite 15 P 368-370 Reclamation: Aimez-vous la science?</td>
<td>- Writing – 60m, 40% week 8</td>
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<td>HL:MF: p 386-389</td>
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<td>2. MF: Debat sur les energies renouvelables: p 391/392 Expression personnelle et la redaction d'un tract (p 393)</td>
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<td>3.L’experimentation animale: p 395/396 le subjonctif : p 397</td>
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<td>Preparation a l'oral individuel: p 398 le clonage:P 405-408 Ou vont les dechets electroniques: p 409-412 Oral: p 413 Redaction d'une dissertation: p 414-415</td>
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<td>- Internet resources</td>
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<td>- magazines</td>
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</tbody>
</table>
| Reflections: |   |   | -French songs  
|           |   |   | -Blackboard   |
### Sample Student Profile – FRENCH B SL and HL

#### Term 1
- **Unit Title:** The individual, French culture and francophone countries
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 2
- **Unit Title:** Food, travel and leisure
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 3
- **Unit Title:** Health, media and career prospects
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 4
- **Unit Title:** Customs and traditions
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

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### Term 1
- **Unit Title:** Social relationship
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 2
- **Unit Title:** Science and technology
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 3
- **Unit Title:** Communication and media
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 4
- **Unit Title:** Cultural diversity
- **No.** 1
- **Date:**
- **Assessment Task:** Speaking
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

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### Term 1
- **Unit Title:** Leisure / Health
- **No.** 1
- **Date:**
- **Assessment Task:** Interactive oral 1
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 2
- **Unit Title:** Global issues
- **No.** 1
- **Date:**
- **Assessment Task:** Interactive oral 3
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Reading
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Writing
- **Result:**

#### Term 3
- **Unit Title:** Written assignment / Revision
- **No.** 1
- **Date:**
- **Assessment Task:** Written assignment
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Individual oral
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Reading
- **Result:**

#### Term 4
- **Unit Title:** Written assignment / Revision
- **No.** 1
- **Date:**
- **Assessment Task:** Written assignment
- **Result:**
- **No.** 2
- **Date:**
- **Assessment Task:** Individual oral
- **Result:**
- **No.** 3
- **Date:**
- **Assessment Task:** Reading
- **Result:**

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### Overall
- **Term 1:**
- **Term 2:**
- **Term 3:**
- **Term 4:**
Determining levels of Achievement

Term 4, Year 10
Reading - 60m, reading comprehension questions, 30%
Writing – 60m, 40%
Speaking – interactive oral, 30%
(Week 4-7)

Term 1, Year 11
Reading - 60m, reading comprehension questions, 30%
Writing – 60m, 40%
Speaking – interactive oral, 30%
(Week 6-9)

Term 2, Year 11
Reading - 60m, reading comprehension questions, 30%
Writing – 60m, 40%
Speaking – interactive oral, 30%
(Week 6-9)

Term 3, Year 11
Reading - 60m, reading comprehension questions, 30%
Writing – 60m, 40%
Speaking – discretionary
(if Speaking is not conducted, weighting for Reading and Writing will be 30%(Reading) +40%(Writing)/70 X 100)
(Week 6-9)

Term 4, Year 11
Reading and Writing – 60m, weighting for Reading and Writing will be 30%(Reading) +40%(Writing)/70 X 100
(Week 6-9)
Term 1, Year 12 & Preliminary Predicted #1
Interactive oral 1 – 15m, 30%, week 7
Reading – 60m, 30%, week 8
Writing – 60m, 40%, week 8

Term 2, Year 12 & Preliminary Predicted #2
Interactive oral 2 (IA) – 15m, 10%, week 2
Reading – 60m, 30%, week 8
Writing – 60m, 40%, week 8
Individual oral (IA) – Exam Block 20% for the term

Term 3, Year 12
Interactive oral 3 (IA) – 15m, 20%, week 2
Written assignment – week 4 30%
Reading – 90m, block exam 25%
Writing – 90m, block exam 25%

Predicted Data for IBIS
Written assignment – 20%
Individual oral – 20%
Interactive oral – highest grade of the 3 assessments 10%
Reading – 90m, 25%
Writing – 90m, 25%