**IB French Scheme of Work for first examinations 2020**

**Standard and Higher combined.**

Using the Oxford textbook (SR = Resource in Staff Resources)

**Exam Skills**

* Writing in registers/text types
* Argument presenting for Paper 2, Section 2 (150 words)
* Factually reporting on option topics
* Holding a discussion between two or more
* Holding a presentation of over minute using minimal notes
* Talking about pictures (background, foreground, relevance to option topics)
* Talking about specific slogans and their relevance to option topics
* Using authentic-sounding French
* Producing creative written French based on a literary source
* Learning and employing debate phraseology with spontaneity
* Understanding another mind and perspective in literary texts
* Using persuasive language to good effect
* Using idiomatic language to enhance authenticity
* Inferring the meaning of unknown vocabulary items
* Gap-fill style exercises like in Paper 1 based on prepositions, nouns, verbs, particles, articles or a mixture thereof
* Identifying synonyms from a list using a text
* **Identification of Vraies/ Fausses propositions with evidence from the text**

**Course planner**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **week** | **Teacher 1**  **(Higher and Standard combined, five hours per cycle)** | **Suggested Resources** | **Text type** | **Grammar focus** | **Teacher 2**  **(Higher only, two hours per cycle)** | **Key assessment** |
| **HT1 – Identités (L6)** | | | | | | |
| 1 | Course outline and expectations. Assessment, resources etc.  conduct the Baseline test  Grammar revision:  Key tenses and/or points based on overall Baseline results |  |  | Revise key tenses.  Present, Perfect tense, Imperfect, Future, Conditional, Perfect tenses | Who am I Pupil Presentation, ask the questions.  Correction of Higher research from summer work.  Subjunctive.  Imperfect subjunctive. | Grammar baseline test |
| 2 | Introduction to theme  Build vocabulary by exploring images and slogans of the new topic. //  1.1 Qui suis-je? | Page 9.  “Le questionnaire de Proust” in folder. |  |  | Les jeunes de nos jours- quelle identite (resources to be added)  religieuse? Familiale? Geographique? |  |
| 3 | 1.1 Qui suis-je | p. 9-21 | Un questionnaire  Literature  Une page d’un forum  Un rapport  Un sondage  Un article de journal | Objet direct et objet indirect  Pronoms relatifs | Le port du voile en France, identite nationale VS religieuse? |  |
| 4 | 1.2 Bien-être  Discussion- Define „well-being“ | p. 22-35  Focus on „textes lacunaires“ et „textes personels“ | Un tract publicitaire  une BD  une enquete  un forum | Le pronom „en“  Questions | Forum pour ados- examples and questions.Article on „momo momo challenge“- Videos and questions. | Epreuve orale niveau moyen page 27 |
| 5 | 1.2 Bien-être | P 22-33 | Affiche publicitaire  extrait litteraire  Article | Le pronom „en“  Questions | Épreuve orale niveau supérieur page 35 |  |
| 6 | 1.3 Santé | p. 36-41  La loi Evin in SR  Various resources in SR | Affiche publicitaire/logo  tracts | **Révisions des pronoms et des conjonctions (alors que)** | Le système de sante en France et /ou les cigarettes electroniques  (see SR) | Tract publicitaire contre les cigarettes électroniques |
| 7 | 1.3 Santé | p. 42-46  Various resources in SR | Sondage  Conseils  extrait littéraire | Conjonctions de coordination et subordination.  Connecteurs logiques | <https://branchesculture.com/2016/07/30/polemique-cinema-tamara-maigrie-diktat-beaute-polemique/>  Bande annonce de Tamara (film)  Comparaison avec la bd puis lecture de l’article |  |
| 8 | Revision  Focus: skills needed to excel in assessment (e.g. choosing appropriate text type)  Text types + Speaking practice  Assessment |  |  |  | Additional grammar lesson (cases) if needed  Continuing with diktat de la minceur et differences entre films/realités. | 16.10 Paper 1 May 2012  A writing task in exam conditions  Past paper – reading |
| **October Half-term** | | | | | | |
| **HT2 – Erfahrungen** | | | | | | |
| 1 | Exam Feedback /  Introduction to theme  Build vocabulary by exploring images and slogans of the new topic |  |  |  | Extension – liaise with teacher 1 |  |
| 2 | 2.1 Prägende Einflusse |  |  | \* Word order  \* Passiv  Keep revisiting tenses and cases if not secure |  |  |
| 3 | 2.2 Eine kulinarische Reise |  |  |  |  |  |
| 4 | 2.3 Feste und Traditionen |  |  |  |  |
| 5 | 2.4 Die Sehnsucht nach dem Leben |  |  |  |  |  |
| 6 | Text types + Speaking practice  revision | Can be adapted from French/Spanish IB book |  |  |  |  |
| 7 | Assessments |  |  |  |  | 04.12 Paper 2 May 2012  Listening test from Dynamic Learning  A speaking task using relevant image  Higher – speaking task based on literature on p.78 (Spanish IB) |
| **Christmas Holiday** | | | | | | |
| **HT3 – Menschliche Erfindungsgabe** | | | | | | |
| 1 | Exam Feedback /  Introduction to theme  Build vocabulary by exploring images and slogans of the new topic |  |  |  | Extension – liaise with teacher 1 |  |
| 2 | 3.1 Fernsehen: die Macht des Publikums |  |  | \*Konjunktiv I & II |  |  |
| 3 | 3.2 Kino mal auf Deutsch |  |  |  |  |  |
| 4 | 3.3 Musik heute |  |  |  |  |  |
| 5 | 3.4 Werbung: Spaß, Verdummung oder Manipulation? |  |  |  |  |  |
| 6 | Assessments | Can be adapted from French/Spanish IB book |  |  |  | 05.02 Paper 1 May 2013  A writing task in exam conditions  Past paper – reading |
| **February Half-term** | | | | | | |
| **HT4 -Soziale Organisation** | | | | | | |
| 1 | Exam Feedback /  Introduction to theme  Build vocabulary by exploring images and slogans of the new topic. (skip this if no time)//  4.1 Die digitale Welt |  |  |  | Literature 1: Die Verwandlung  (to be changed, current IBH students have studied this for English Lit)  Other options:  Ich fühle mich so 50/50? |  |
| 2 | L6 Visits | *Lessons continue with those who did not go on the visit (consider revision/grammar/ cultural based lesson)*  *Lessons continue with those who did not go on the visit (consider revision/grammar/ cultural based lesson)* | | | | |
| 3 | L6 Visits |
| 4 | 4.2 Jugend heute – und die Menschen um sie herum |  |  |  | Literature 1: |  |
| 5 | 4.3 Schule – für das Leben lernen |  |  |  | Literature 1: |  |
| 6 | 4.4 Die geregelte Welt |  |  |  | Literature 1: | A speaking task using relevant image  Higher – speaking task based on literature on p.159 |
| **Easter Holiday** | | | | | | |
| **HT5 - Ein Planet für alle** | | | | | | |
| 1 | 5.1 Der Mensch als globaler Konsument |  | 5 |  | Literature 1:  \*Focused practise responding to higher-level essay questions for paper 1 (ahead of Mocks)  \*Practise for individual Oral based on Literature 1  Literature 1: | 23.04 Paper 2 May 2013 |
| 2 | 5.2 Der Mensch in der Natur |  |  |  | Literature 1: |  |
| 3 | 5.3 Der Mensch und seine Mitmenschen |  |  |  | Literature 1: |  |
| 4 | Texttypes |  |  |  | Literature 1: |  |
| 5 | Speaking practice |  |  |  | Literature 1: |  |
| 6 | Assessments |  |  |  | Literature 1: | A writing task in exam conditions  Past paper reading |
| **May Half-Term** | | | | | | |
| **HT6 - Ein Planet für alle (continued)** | | | | | | |
| 1 | L6 Mocks | 04.06 -14.06 | | | (Note that in Half Term 6 you are likely to have limited contact time with your class for various extra-curricular reasons including L6 visit to Geneva) | |
| 2 | L6 Mocks | Papers 1 & 2 from May 2016 | | |
| 3 | Mock feedback |  | Common mistakes pair task, followed by whole class discussion | Grammar focus will be differentiated depending on outcome from L6 mocks | Mock Feedback |  |
| 4 | 5.4 Der Mensch braucht Energie  (Note: Geneva visit) |  |  |  | Der Vorleser – show film while some students are on the Geneva visit | 09.07 Interactive oral 1 |
| 5 | 5.4 Der Mensch braucht Energie  (Note: Geneva visit) |  |  |  | Der Vorleser – show film while some students are on the Geneva visit |  |
| 6 | End of Year Revision/ Activities |  |  |  | Der Vorleser | Lower 6th Prelim Exams |
| **Summer Holiday** | | | | | | |
| **HT7 - Revisiting Identitäten & Erfahrungen (U6)** | | | | | | |
| 1 |  |  |  |  | Der Vorleser  (taught at same time as A level class so potential intervention could be for pupils to attend additional lessons) |  |
| 2 |  |  |  |  | Der Vorleser |  |
| 3 |  |  |  |  | Der Vorleser |  |
| 4 |  |  |  |  | Der Vorleser |  |
| 5 |  |  |  |  | Der Vorleser |  |
| 6 |  |  |  |  | Der Vorleser  Der Vorleser |  |
| 7 |  |  |  |  | Der Vorleser |  |
| 8 |  |  |  |  | Der Vorleser | 16.10 Interactive oral 2.  (First draft of written assignment due immediately after half-term break)  A writing task in exam conditions  Past paper reading |
| **October half-term** | | | | | | |
| **HT8 - Revisiting Menschliche Erfindungsgabe & Soziale Organisation** | | | | | | |
| 1 |  |  |  |  | Focused practice responding to higher-level essay questions for paper 1 | 01.01 Papers 1 & 2 May 2014 |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  | 20.11 Final Written Assignment due |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  | 18.12 Mock IB Speaking Exams  A speaking task using relevant image  Higher – speaking task based on literature on p.159 |
| **Christmas Holiday** | | | | | | |
| **HT9 – Revisiting Revisit Ein Planet für alle** | | | | | | |
| 1 | U6 Mocks |  | 03.01-17.01 Mock exams | | Upper 6th Prelim exams | |
| 2 | U6 Mocks |  | Papers 1 & 2, SAM) | |
| 3 | Mock Feedback |  |  |  | Focused practice for individual oral |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| **February Half-Term** | | | | | | |
| **HT10 – Exam Prep** | | | | | | |
| 1 | Past Papers Paper 1 + 2  Past Paper style exercises  Listening practice via Dynamic Learning |  |  |  | Past Papers Paper 1 + 2  Past Paper style exercises | 19.02 Papers 1&2 May 2015 + Listening Assessment |
| 2 |  |  |  |  |  | 26.02 Individual Oral |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  | All skills |
| **Easter Holiday** | | | | | | |
| **HT11 – Final Exam Prep** | | | | | | |
| 1 | **Final week** |  |  |  |  |  |
| **IB exams begin** | | | | | | |