



Friedrich-Ebert-Gymnasium, Bonn

Gymnasium der Stadt Bonn mit internationalem Profil
Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische Bildungswege
School code: 000973



Diploma Programme subject outline—Group 2: language acquisition

School name	Friedrich-Ebert-Gymnasium		School code	0973
Name of the DP subject <i>(indicate the language)</i>	French B			
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>	
	<i>(not applicable for languages ab initio)</i>		<i>(not applicable for languages ab initio)</i>	
Name of the teacher who completed this outline	Matthias Hefter, Florence Hübner	Date of IB training	Florence Hübner 24.-26.11.2023	
Date when outline was completed	20 August 2024 (last update)	Name of workshop <i>(indicate name of subject and workshop category)</i>	Florence Hübner French B	

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. If you will be teaching language B higher level, identify the two works of literature to be studied.

As in Germany teachers are free to choose the literary works studied in class the works chosen might vary from course to course. Moreover, a choice may be made by the teacher alone or in agreement with the students / corresponding to the special interests of the students.

Literary works that have been chosen by teachers are :

Au revoir les enfants, Louis Malle; *le Silence de la mer*, Vercors ; poems by Rimbaud und Appolinaire; extracts from literary works by Fatou Diome or *La préférence nationale* (novels); chansons/poems to Paris or Brussels; *Petit Pays* by Gael Faye, *Maité Coiffure* by Marie-Aude Murail, *Stupeurs et tremblements* by Amélie Nothomd; novels by Maupassant, *L'Avare* by Molière; *les Fables de la Fontaine*. *Demain* (extracts from film), *Huis Clos* by Sartre

2. Course outline

- Use the following table to organize the topics to be taught in the course. **If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics.** Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- **This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.**
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (as identified in the IB Subject guide / as identified by the national curriculum)	Contents	Resources / Skills <i>List the main resources to be used, including information technology if applicable.</i>
Year 1			
Topic 1	<p>TOPIC 1 <i>La France et un pays exemplaire de l’Afrique subsaharienne : héritage colonial et perspectives d’avenir/ immigration – intégration, diversité régionale</i></p> <p>Identities, Social organization</p> <p>Internal assessment: Writing – Reading comprehension integrated</p>	<p><i>Facts:</i></p> <ul style="list-style-type: none"> - <i>French colonial past; case study: Sénégal / l’Afrique subsaharienne</i> - <i>Different steps of immigration</i> - <i>Immigration – Integration -Assimilation in today’s France (regional diversities, challenges in suburban quarters (banlieue))</i> <p><i>Fiction:</i> <i>Immigration and Integration in literature (novels, short stories, poems, plays) and contemporary music and films</i></p> <p><u>Possible questions:</u> What constitutes identity? / What’s the individual’s role in society?</p>	<p>Resources:</p> <p>Cornelsen textbook: Parcours plus / internet research (e.g. African immigration in France)/ video clips / interviews/ podcasts (e.g. Youtube, RFI, TV5 monde etc.) / non-fictional texts e.g. newspaper articles (e.g. The Le Monde, Le Figaro, etc.) and songs/lyrics (Rap, HipHop, etc.)</p> <ul style="list-style-type: none"> - cartoons - statistics - art / street art - poetry

		(Beliefs and values / community / social relationships) <u>TOK</u> : see information below	
Topic 2	<p>TOPIC 2 <i>Urban and rural visions and realities of life</i></p> <p>Identities, Experiences, Social organization</p> <p>Internal assessment : Oral assessment</p>	<ul style="list-style-type: none"> - <i>Paris in non-fictional and fictional texts, songs and films</i> - <i>Urban and rural lifestyles, work ethics and differing labour market realities</i> - <i>challenges in/for a (sub)urban multicultural society</i> - <i>Brussels – a European city</i> <p><u>Possible questions</u>: What constitutes urban and rural identity? / How does the landscape shape the mindset? How do different settings shape present values and beliefs? (Beliefs and values / Holidays and travel)</p> <p><u>TOK</u>: Knowledge and politics - To what extent are our political views shaped by the environment we live in (geographically / culturally)?</p>	<ul style="list-style-type: none"> - Cornelsen textbook: Parcours plus - non-fictional texts e.g. newspaper articles (e.g. Le Monde, Le Nouvel Observateur, etc.) - Podcasts (e.g. TV5 monde), videos and interviews (e.g. TV5 monde, RFI, YouTube) - Internet research - statistics
Topic 3	<p>TOPIC 3 <i>Franco-German relationship : occupation and resistance during WW II</i></p> <p>Identities, Experiences, Sharing the planet</p> <p>Internal assessment: Writing – Reading comprehension integrated / Mediation</p>	<ul style="list-style-type: none"> - <i>stages of Franco-German relationship from a historical perspective (huguenots, a shared enlightenment, wars and conflicts)</i> - <i>the imagination/conceptualization of a « hereditary enemy »</i> - <i>occupation and resistance during WW II</i> <p><u>Possible questions</u>: How do we overcome a difficult shared history? / How does living in an occupied country change our perspectives on life and social relations on different levels? – How does the cultural background affect the perception of history? (Beliefs and values / subcultures/ language and identity / holidays</p>	<p>Resources : Cornelsen textbook :Parcours plus / non-fictional texts e.g. newspaper articles (e.g. Le Monde, Le Figaro etc.), videos and interviews (e.g. national archives, YouTube)/ Internet research/ Statistics/ fictional texts: novel extract and short story, poetry, diaries and biographies, political speeches (De Gaulle, Macron, etc.)</p> <p>Skills:</p> <ul style="list-style-type: none"> - <u>Reading comprehension / Listening comprehension</u> (see materials above): - <u>Writing</u>: commentary, various forms of

		<p>and travel / life stories)</p> <p><u>TOK</u>: Knowledge and politics - To what extent are our political / religious views shaped by the environment we live in (historically/culturally)?</p> <p>How can we be forgiving and achieve reconciliation after times of bloodshed, hate and war?</p>	<p>creative writing</p> <ul style="list-style-type: none"> - <u>Language mediation</u>: informal/formal, oral/written Language awareness: recognising and explaining variations and varieties of language use - <u>Speaking</u>: e.g. how to organize a discussion- - <u>Intercultural communicative competence</u>: Dealing with culture-specific conventions and peculiarities and interact appropriately; critically reflect extended socio-cultural orientation knowledge
Topic 4	<p>TOPIC 4 <i>France and Germany in a united Europe</i></p> <p>Social organization, human ingenuity (innovations), sharing the planet, Identities</p> <p>Internal assessment: Writing – Reading comprehension integrated / Listening comprehension</p>	<ul style="list-style-type: none"> - post-war reconciliation between France and Germany - recent and contemporary Franco-German projects and forms of cooperation - France and Germany as key partners in an advancing European unification/integration - Studying, working and living (abroad) in Europe - Environmental issues <p><u>Possible questions</u>: How do can we build a shared/common European future while preserving our identities and histories? What are possible intercultural, geographical, historical and economic obstacles and challenges in pursuing the European unification process?</p> <p><u>TOK</u>: Living together in diversity – risks and challenges?, How do we communicate respectfully despite different linguistical and cultural backgrounds?</p> <p>CAS: exhibition in the entrance hall / survey among students, sharing of personal experience</p>	<ul style="list-style-type: none"> - Cornelsen textbook: Parcous plus - non-fictional texts e.g. newspaper articles, comments, editorials etc. - videos and podcasts (arte) - cartoons - statistics - argumentative writing

Year 2			
Topic 1	<p>TOPIC 1 <i>Conceptions de vie et société : Images dans la littérature et dans des textes non-fictionnels contemporains</i> <i>Les fables de La Fontaine / L'Avare, le Malade imaginaire (Molière)</i></p> <p>Human ingenuity/ Identities</p> <p>Internal assessment: Writing – Reading comprehension integrated / Mediation</p>	<p>Analysis of Fables by La Fontaine Animals as representatives of Humans The relationship between writer and patron La Fontaine makes fables a noble genre The Fables, a reflection of the organisation of society and its aspirations The Quarrel of the Ancients Comedy, a disturbing new genre</p> <p>Analyse de <i>Fables</i> de La Fontaine Les animaux représentants des Humains Relation écrivain – mécène La Fontaine fait de la fable un genre noble Les Fables, un reflet de l'organisation de la société et de ses aspirations La Querelle des Anciens La comédie, un nouveau genre dérangeant</p> <p><u>Possible questions:</u></p> <p>In what way were Molière's Fables and comedies an innovation? How did social position determine our view of society at the time? How does a social stratum's language record shape our identity? Is it possible to rise above one's social position in a sustainable way? What impact does money have on human relationships? Is generational conflict the common thread running through all young people?</p> <p>Were La Fontaine's Fables and Molière's comedies an effective teaching tool then and now?</p> <p>En quoi les Fables et les comédies de Molière constituent-elles une innovation?</p>	<ul style="list-style-type: none"> - Cornelsen textbook: Parcours plus - fictional texts: drama, fables (Les fables de Lafontaine : La cigale et la fourmi) - podcasts (e.g. TV5 monde, RFI), (explanatory) videos and interviews (e.g. TV5 monde, arte, YouTube) - Internet research - statistics

		<p>En quoi la position sociale détermine-t-elle la vision de la société à cette époque? Comment l'enregistre de langue d'une couche sociale façonne-t-elle notre identité? Peut-on s'élever au-delà de sa position sociale de manière durable? Quel impact l'argent a-t-il sur les relations humaines? Le conflit de génération, le fil rouge entre toutes les jeunesses? Les <i>Fables</i> de La Fontaine et les comédies de Molière, un outil pédagogique efficace à cette époque et de nos jours?</p> <p><u>TOK:</u> Do ancient texts still have any (moral) lessons to teach us? Do we still have to learn Fables and other short texts by heart?</p> <p>Les textes anciens ont-ils toujours des enseignements (moraux) à nous apporter? Doit-on toujours apprendre les <i>Fables</i> ou autres textes courts par cœur?</p> <p><u>CAS:</u> Staging Fables and extracts from plays</p> <p>Mise en scène de Fables et d'extraits de pièces de théâtre</p>	
Topic 2	<p>TOPIC 2 <i>La littérature du 19^{ème} siècle : Aux Champs, Maupassant / différents extraits du réalisme et naturalisme</i></p> <p>Identities / experiences, social organisation/Human ingenuity</p>	<p>The Industrial Revolution - new machines New organisation of society Social ascension Struggle between bourgeoisie and workers Life in town and country The transformation of towns Theories of realism Naturalism and Zola's experimental novel</p>	<ul style="list-style-type: none"> - non-fictional texts - (extracts from) documentary (analysis of filmic devices), film extracts , - Podcasts (e.g. TV5 monde)

	<p>Internal assessment: Writing – Reading comprehension integrated / Mediation / Listening comprehension</p>	<p><u>Possible questions:</u> What impact has progress in industrialisation had on society? Have upward social mobility become possible? How can we meet the challenges of the Industrial Revolution? Can Zola's experimental novel be seen as a new research method? Are naturalist texts a scientific source for genetics? Are machines a blessing for our society or a step backwards?</p> <p>TOK: Innovations, progress for us or a loss of control over our lives and learning? CAS: presentation/Gallery of authors and works</p> <p>La Révolution industrielle- nouvelles machines Nouvelle organisation de la société Ascensions sociales Lutte entre bourgeoisie et travailleurs La vie en ville et à la campagne La transformation des villes Théories du réalisme Le naturalisme et le roman expérimental de Zola</p> <p><u>Possible questions:</u> Quels sont les impacts sur la société des progrès dans l'industrialisation? Les ascensions sociales sont-elles devenues possibles? Comment faire face aux défis de la Révolution industrielle? Le roman expérimental de Zola peut-il être considéré comme une nouvelle méthode de recherche? Les textes naturalistes, une source scientifique dans la génétique? Les machines, un bienfait pour notre société ou sa régression?</p> <p>TOK: Les innovations, un progrès pour nous ou une perte de contrôle dans notre vie et notre apprentissage? CAS: présentation/ Galerie des auteurs et des oeuvres</p>	
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<p>Topic 3</p>	<p>TOPIC 3</p> <p><i>France et Belgium</i></p> <p>Identities, Sharing the planet</p> <p>Internal assessment: Writing – Reading comprehension integrated / Mediation / Listening comprehension</p>	<ul style="list-style-type: none"> - <i>cultural differences, national identity</i> - <i>similarities between France and Belgium</i> - <i>linguistic diversity</i> - <i>Brussels – a European city</i> - <i>stereotypes and realities</i> - <i>rural life in France and Belgium</i> <p><u>Possible questions:</u> How do clichés and stereotypes form our existence and living together? How do we overcome stereotypes?</p> <p><u>TOK:</u> What are the origin of clichés and stereotypes? What is their social and biological purpose? How can we deconstruct and overcome bias and stereotypes?</p>	<ul style="list-style-type: none"> - Cornelsen textbook: Parcours Plus - non-fictional texts e.g. newspaper articles (e.g. Les Echos, Le Monde etc.) - Podcasts (e.g. arte, TV5 monde), videos and interviews (e.g. TV5 monde, YouTube) - Internet research
<p>Topic 4</p>	<p>TOPIC 4</p> <p><i>Identities et questions existentielles : projets et styles de vie reflétés dans la littérature, le cinéma et l'art théâtral</i></p> <p>Identities/ experiences</p>	<p>Reading and analysis of <i>Huis Clos</i> Sartre's philosophy: responsibility, bad faith, freedom, Hell is other people. Comparing Sartre's philosophy with 19th century social determinism.</p> <p><u>Possible questions:</u> Is man really free? Is Sartre's existentialist philosophy valid only for the privileged in our society? Is the definition of Hell a matter of perspective? Are social networks a proof that Hell is other people? Do humans need conflict to exist?</p> <p>TOK: Am I still free to make decisions about my future?</p> <p>Lecture et analyse de <i>Huis Clos</i> La philosophie de Sartre : la responsabilité, la mauvaise foi, la liberté, l'Enfer c'est les autres. Mise en regard de la philosophie de Sartre et du déterminisme social du XIXème siècle</p>	<ul style="list-style-type: none"> - Drama: Sartre, <i>Huis Clos</i> - non-fictional texts e.g. newspaper articles (e.g. Les Echos, Le Monde etc.) - Cornelsen textbook: Parcours Plus

		<p><u>Possible questions:</u> L'Humain est-il réellement libre? La philosophie existentialiste de Sartre n'est-elle valable que pour les privilégiés de notre société? La définition de l'Enfer, une question de perspective? Les réseaux sociaux, influenceurs, une preuve que <i>l'Enfer c'est les autres</i>? L'Humain a-t-il besoin de conflits pour exister?</p> <p><u>TOK:</u> Suis-je toujours libre dans les décisions qui concernent mon avenir?</p>	
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Basically standard level courses treat the same topics, even though this is done in less detail. Topics not dealt with are literature of the 17th / 19th century.

3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

The internal assessment (individual oral assessment) is usually taken in Year 2 (February). Students demonstrate their ability to take part in an authentic discussion and to critically assess / evaluate the literary works studied in class.

The external assessment (Papers 1 and 2) are prepared and practised throughout both years (e.g. during a retreat weekend) and usually take place in May of Year 2 (parallel to the final exams of the Abitur).

Students are made aware of the requirements of the assessments even before they enter Q 1 (Qualifikationsphase 1 = Year 1 of the IB DP) in an online conference (introduced during the Corona crisis and later established as a tool to give students straightforward information). Moreover, as the various requirements in different subjects may be confusing, students are given information on the assessments on a regular basis by the subject teacher as well as during information meetings in the course of the two years. Furthermore, students are encouraged to access the IB Teams group to find the relevant information online.

As approaches to teaching and learning overlap in both systems (IB and Abitur) the required skills for the internal / external assessment (summarizing a text, relating to the context of a given extract, expressing one's opinion (critically assessing / evaluating / commenting) on characters, events and ideas presented in a given text) as well as the skills required for reading / listening comprehension and text production (dealing with a whole variety of text types) are trained regularly throughout the two years of the IB DP / Abitur and are an integral part of any written exam. Nevertheless, students are made aware of differences in

approaches to assessments if need be.

A final reminder of the requirements of the internal assessment is given in December in order to give students the possibility to intensify their preparation during the Christmas break.

The final preparation for the external assessment takes place in January (the first weekend after the Christmas break) during a retreat weekend for IB students.

Concrete internal assessment components are given in the column *TOPIC* of the chart given above.

4. Approaches to Teaching and Learning

Self-management skills/ organization skills:	Term / Topics
- breaking a given task into manageable chunks / sub-parts	at least once per term: example: Organisation de la société au Sénégal (Q1.1); élaboration de podcasts; Partage de la planète : couples franco-allemands – préparation d'exposés (Q1.2)
- setting achievable goals	- when introducing new topic - when giving feedback on written exams / oral participation: how to set achievable goals with regard to improving language accuracy, oral / written expression, analytical skills
- setting realistic deadlines	In preparation of the <i>Facharbeit</i> (Q1.2)
- defining specific criteria for prioritizing tasks	In preparation of any written exam
- structuring your time (including breaks)	In preparation of the oral exam Example: Identités et organisation de la société, expériences (Q1.1)
- creating routines to structure the work at hand	Q2.2.revision for the Abitur / Bac Blanc (mock exam)
- working with work plans (e.g. in preparation for an exam)	- e.g. when the teacher is ill work plans are given to students or in case a student is absent

	<ul style="list-style-type: none"> - Innovations – par exemple en Belgique (Q2.2)
Research skills (auch im Zusammenhang mit der Beratung zur Facharbeit)	<ul style="list-style-type: none"> - in preparation of the <i>Facharbeit</i> - when working on the topic Organisation de la société – Sénégal
How to find a focused and precise research question	In preparation of the <i>Facharbeit</i>
Internet research (z.B. differentiating between reliable and unreliable sources)	<ul style="list-style-type: none"> - in preparation of the <i>Facharbeit</i> - when working on the topic Partage de la planète, exposés sur les couples franco-allemands
Training of reading techniques	Especially in the EF in preparation of written exams
Training of analytical skills (how to analyse a given text)	Identités, organisation de la société Q2.1. La littérature du 16ème au 19ème
Note-taking	<ul style="list-style-type: none"> - In preparation of the <i>Facharbeit</i> - Q2.2 Identités – Belgique – exposés sur les régions et les différentes facettes de Bruxelles
Classifying information in new contexts	Continuously
Interpreting facts, figures, results etc.	continuously
Writing structured texts	Exposés + <i>Facharbeit</i>
Quoting / referencing / bibliographic references	<ul style="list-style-type: none"> - In preparation of the <i>Facharbeit</i>
Working with quotes / footnotes	Continuously
Text editing	continuously