

STUDENTS OF FRENCH ONLY – please complete ONLY if you will be registered for IB French DP Year 2 for the 2020/2021 school year.

A copy of the novel will be emailed to your PTHS email account. You can also request a copy by emailing rtanaka@pths209.org.

**Summer Assignment 2020
Due Date: 8/17/2020**

**To: IB French DP 2; AP French; French 4 Students
From: Mme Higgins ehiggins@pths209.org
Re: Kiffe Kiffe Demain**

The project is as follows:

Task: After reading the novel, *Kiffe Kiffe Demain*, choose **one** of the following 6 topics and develop a 2-3 page, double-spaced typed essay in French emailed to me by the deadline. Papers submitted after the deadline will lose 2 points per day late. Do not use Google Translate; essays using Translator will receive no credit. This assignment is worth 25 points; please see rubric provided for additional details.

Sujets:

1. To some significant extent, Doria feels fully neither French nor Moroccan, trapped between worlds with nowhere to turn. Examine her situation and try to account for the hardship of being “outside looking in”. Could her potentially bi-cultural identity—being both/and instead of neither/nor—become an advantage rather than just a liability? If you wish, you could also in a meaningful, point-based way, compare Doria’s life to your own life or to your own first-hand observations, always being sure to keep your discussion grounded in the text.
2. Analyze Kiffe kiffe demain as a portrait of the universal experience of adolescence. In what ways can the particulars of this character, her situation and point-of-view, also suggest more broadly things that most people experience in youth? Alternatively, analyze the novel with respect to the theme of immigration: how do the particulars of Doria’s life suggest general experiences shared by many or most people who come from one country to live in another? One version of this latter topic would be to investigate the role-reversal involved when children of immigrants often help ‘parent’ their parents in the new setting.
3. In stories of maturation there are often characters who gain an understanding through being forced to look at life a different way. In the end, having the benefit of perspective contributed to their satisfaction as much as the new lifestyle. They got over their envy; they stopped employing ironic detachments as an inverse-survival strategy; they stopped expecting somebody else to make their life better for them. To quote Emerson, they found the power that resides in them.” Examine Kiffe kiffe Demain and explain to what degree these ideas apply to Doria.

4. Among its many effects and devices, literature tries to both familiarize the strange and make strange (and fresh) the familiar. Examine the ways in which novelist Faïze Guène—herself a college student in Paris—does this for the universal human experience of adolescence, and how in other ways this supposed diary of a 15-year-old should be so successful. What you come up with should be not a book report merely expressing your approval or disapproval, but rather an investigation of what Guène thinks is worth fictionalizing—and of the literary effects and power of this book.

5. Doria’s mind slides between daydreams and revenge fantasies, all the while noting her own dashed hopes as well as skewering the pretensions of others. She’s alive to the ironies of her situation and much of the novel revolves around her sense of the ideal vs. the real (one form of irony is the gulf between what we’d like and what we get). This topic invites you to investigate a few specific instances of her attitudes, point-of-view, moods and mental states by way of offering your readers a conclusion about why she—and many of us, at one time or another—would see the world in the way she does.

6. Identify a theme, or perhaps a pattern or images, and analyze with respect to the novel. What ideas or general themes or values recur throughout this text; what is this text about? Pick a single one or set of related ideas (or images which themselves embody ideas or ways of looking at experience). What general idea or experience is dramatized through the particulars and the lively voice of this novel?

Paper 2: Written productive skills (SL)

Criterion A: Language

• How effectively and accurately does the student use language?

Failure to write the minimum number of words will result in a 1-mark penalty.

Marks Level descriptor

	0 The work does not reach a standard described by the descriptors below.
	1-2 Command of the language is generally inadequate. A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
	3-4 Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
	5-6 Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
	7-8 Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
	9-10 Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective

Criterion B: Message

• How clearly can the student develop and organize relevant ideas?

Marks Level descriptor

	0 The work does not reach a standard described by the descriptors below.
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	1-2 The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
	3-4 The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
	5-6 The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
	7-8 The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
	9-10 The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks Level descriptor

	0 The work does not reach a standard described by the descriptors below.
	1 The text type is not recognizable. Conventions appropriate to the text type are not used.
	2 The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
	3 The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
	4 The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
	5 The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

TOTAL points possible = 25