

IB Diploma Programme course outlines: Language B Spanish SL/HL

Course description:

The aim of this course is to enable students to communicate effectively in Spanish, in a wide range of authentic situations and to a range of audiences, in both spoken and written form. They will also be able to understand a wide range of written texts and spoken material and respond accordingly. It is hoped that their experience and efficiency in using the target language will provide them with the confidence and enjoyment to further their language studies or use in work or leisure throughout their future life.

The cultural context of Spanish speaking countries within which this Language B is studied will provide exposure to the ideas and attitudes of these nations by means of texts and recorded material, creating an appreciation of cultural and international diversity.

The three areas of Language, Cultural Interaction and Message, linked to the assessment criteria, will be explored across the four main language-learning skills of Listening, Speaking, Reading and Writing. The language objective will demand a degree of depth, precision and range. In order to fulfil the Cultural Interaction, students will be exposed to a wide range of authentic material encompassing different perspectives, and encouraged to practice their language skills in different social situations.

Working on the Message objective will require attention to presentation, and evaluation of their organization of ideas in order to communicate appropriately and clearly.

Such a thorough, eclectic and culturally aware approach to language learning should provide students with the desire to communicate, the tools to do so, and an appreciation of both the way languages work and their cultural background.

Topics

DP Year 1	Topic(s) title(s)	Topic(s) description
Sept – Oct	Describing people	Expressing knowledge of people. Describing persons physically and their character. Talking about types of families. Reading information from different sources. Describing family structure from different cultural backgrounds. Relationship between people from different cultures and ages.
Nov – Dec	Tourism	Situation in the map. Transportation means. Giving directions and instructions. Understanding and discussing different travel experiences. Writing formal letters for travelling requests and informal scrap books for travelling routines. Discuss about transport and pollution.
	How to learn a language	Academies and material to work and study. Give and ask for advice.
Jan – Feb	Leisure Time	Leisure and art. Relate cause and consequence.

		Opinions. Talking about leisure activities and weekend plans. Film reviews and excerpts. Understanding scripts for cinema. Comic language and structure.
	Speaking about the past	Stories and biographies. Speaking about the past.
Mar – Apr	Social gathering.	Celebrations. Invitations. Formal and informal gatherings. Accept and reject invitations.
	Festivities	Traditions. Popular Celebrations. Speaking about the future.
May – Jun	Health and human body.	Diseases. Parts of the body. Speaking about the health and expressing worry and feelings.

DP Year 2	Topic(s) title(s)	Topic(s) description
Sept – Oct	Communication means	Radio, TV, internet and press. TV programmes and internet podcasts. Understanding structure and analyse language of a piece of news and an editorial column.
Nov - Dec	City and neighbourhood.	Public spaces and shops. Conservation and pollution. Waste and recycling. Energy, resources and pressure groups.
Jan – Feb	Food and drinks.	Food and drink in Spanish speaking countries. Recipes. Weights and measurements.
March – April	Professions	Employment and higher studies. Understanding different lifestyles and professional careers. Scheduling dates in formal and informal language. Talking about future careers and lifestyles.

Second half of term

IB formal assessment of oral

April – May

Revision and exam practice

IB external assessment of papers 1 and 2

Language B Assessment

When teaching and planning internal formal and informal assessments, skills and tasks addressed in the external and internal IB papers as outlined below will inform and guide our assessment procedures. Percentages given below refer to both HL and SL assessments.

Differentiation is explained in each particular section.

Paper 1 Text Handling 1 1/2 hours 40%

Divided into two sections: section A: reading, section B: written response.

All texts and questions are in the target language, with all responses written in the target language.

There is a reading section, with questions based on a number of written texts, and a written response taking the form of a short writing exercise of a minimum of 100 words. Several question formats are used, such as true/false, reordering of sentences, multiple choice or short excerpt answers, etc.

Differentiation between HL and SL here is based on the number of criterion used for assessment. At HL, this is based upon the extent to which a candidate selects language appropriate to the audience and type of text, and also the extent to which all necessary information from the source text is included.

Paper 2 Written production 1 1/2 hours 30%

This paper consists of six tasks at HL and four tasks at SL, with candidates choosing one task only.

Students use their personal reading of both literary and other texts based on a cultural background, using a language appropriate to the type of text and audience in order to communicate a message.

Students write a minimum of 400 words HL and 250 words SL. Marking is on the basis of the 3 assessment criteria, Language, Cultural Interaction and Message.

The final external exam for these two papers is in May of the final year.

IB internal assessment: Oral Component 30%

This consists of an oral based on both listening and speaking. The format is the same for both HL and SL,

This test is assessed by the teacher using the language B oral descriptors, moderated externally by the IB, and consists of 2 activities:

- an individual oral lasting around 10 minutes, consisting of an interview in two parts and a general discussion

- an interactive oral activity: interactive oral activities take place throughout the course and the teacher sends in the best mark. These activities may be based on a range of materials such as advertisements, literary texts and recordings, with a balance of listening and speaking taking place. They will involve pair, group or whole class work.