

## Language B Course description – Standard Level - First examinations 2013

The main focus of the Language B course is on language acquisition and development of language skills. The aim of this course is to enable students to communicate effectively in a second language, 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 the countries within which 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 cultural context will be related to teenagers' interests and concerns in a changing world.

The areas of Language, Message or Content and Format linked to the written assessment criteria, as well as the areas of productive skills, interactive and receptive skills linked to the oral 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. Working on the Message objective will require attention to presentation, and evaluation of their organization of ideas in order to communicate appropriately and clearly. Finally, working on the format objective will require from students to select a type of text and language conventions adapted to the text. 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.

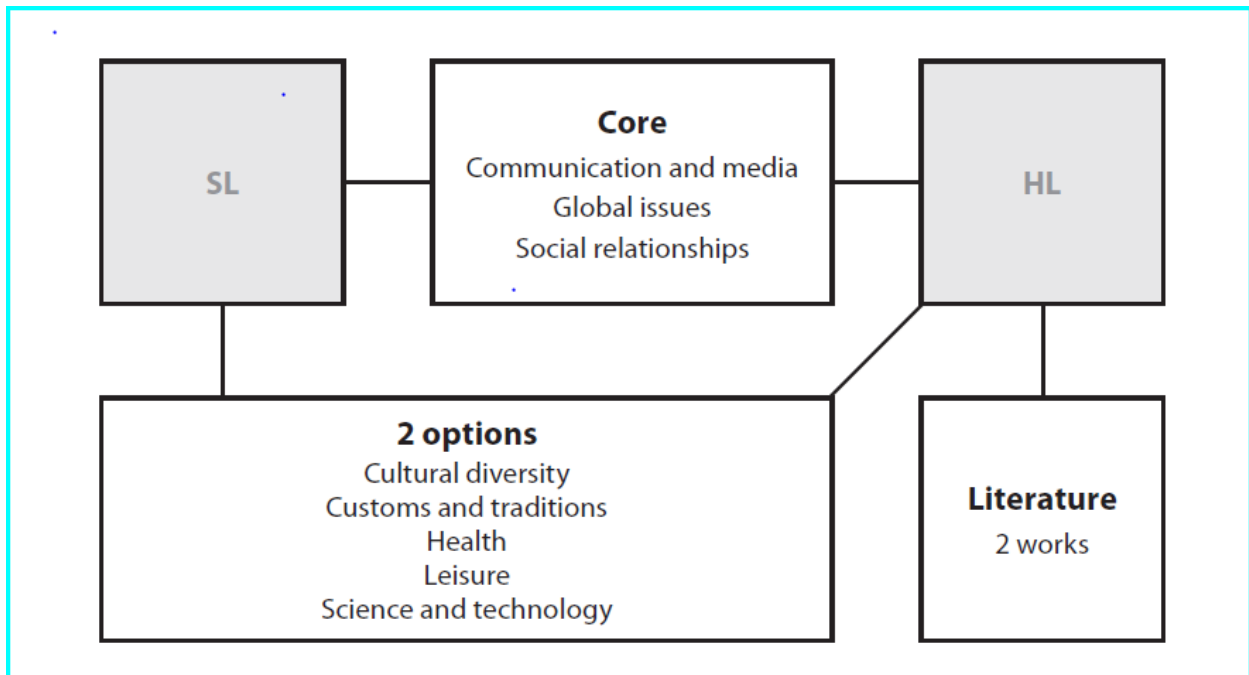
It is intended that students taking the SL course will have achieved a Grade 4 and above based on MYP grade descriptors, or its equivalent in a comparable programme.

**Language B Topics: chosen from the syllabus outline below – To be determined.**

Language B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL)—for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

Language B is offered at SL for students starting DP in September 2011.



**Language B (Standard Level) 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 SL assessments.

**External assessment 70%**

Paper 1 Receptive skills (1 hour 30 minutes) 25%

Text-handling exercises based on four written texts, based on the core.

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 criteria used for assessment.

Paper 2 Written productive skills (1 hour 30 minutes) 25%

One writing exercise of 250–400 words from a choice of five, based on the options.

This paper consists of 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 250 words. Marking is on the basis of the 3 assessment criteria, Language, Message and Format.

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

Written assignment: Receptive and written productive skills 20%

Intertextual reading of 3 previously unseen sources selected by the teacher, followed by a written exercise of 300-400 words plus a 100-word rationale, based on the core. The written assignment is produced under supervised conditions in the classroom. It should be written during the second year of the course during school hours.

**Internal assessment 30%**

Internally assessed by the teacher and externally moderated by the IB

Individual oral 8-10 minutes 20%

Based on the options: 15 minutes' preparation time and a 10-minutes (maximum) presentation and discussion with the teacher. The student selects one previously unseen photograph out of two and prepares a presentation related to the chosen option and its target culture. The presentation is followed by a discussion with the teacher, based on the presentation and the option.

Interactive oral activity 10%

Based on the core: Three classroom activities assessed by the teacher. They will involve pair, group or whole class work. The highest of the three marks will be submitted as the final mark for the interactive oral.