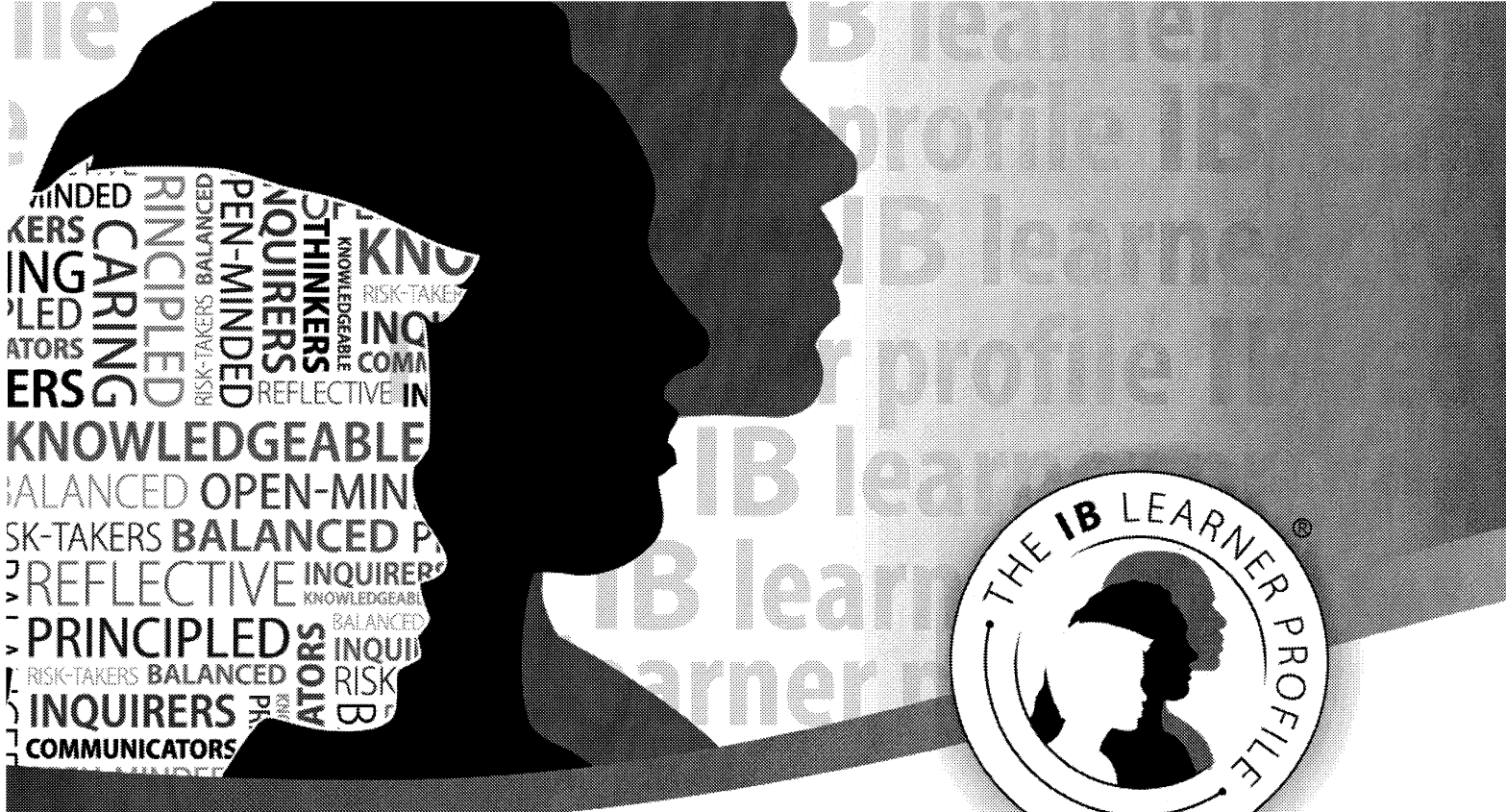


Language B guide

First examinations 2015



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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Syllabus outline

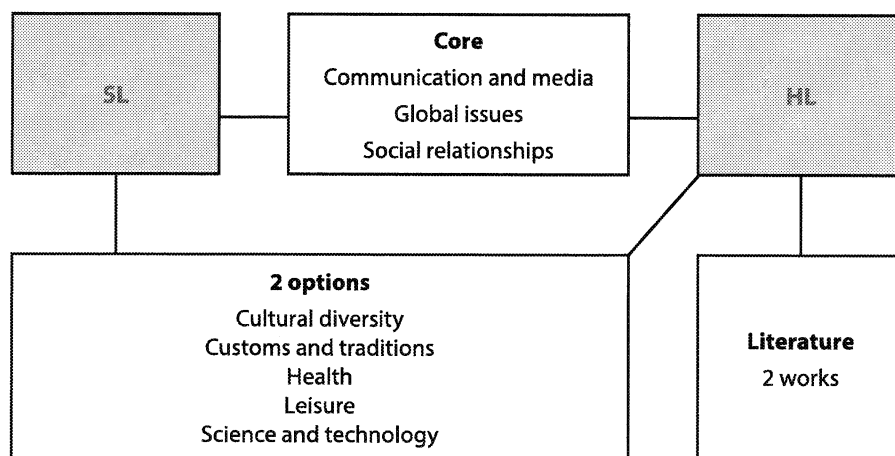


Figure 2
Language B syllabus outline

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.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also, at HL, students read **two** works of literature.

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language B course. At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours.

Syllabus content

Language

All the languages B offered are different in nature, and the exact range of language structures that should be taught differs between languages. These structures will depend on the language B taught, the circumstances in which the course is taught, and the students' needs. Teachers should identify the appropriate range of vocabulary, idiomatic expressions and language structures that should be included in their teaching.

As far as possible, the teaching of language structures should take place in the context of other activities, for example, oral activities or the reading of texts. However, when this approach is neither possible nor appropriate, the systematic and formal teaching of these structures could be considered. Teachers should aim to provide a typical monolingual environment where teaching is provided in the target language and learning is placed in contexts that would be familiar to speakers of that language.

Topics

The course comprises five topics: three from the core and two chosen from the five options.

At least two aspects must be covered in each of the five topics that make up the course.

Additionally, at HL students must read two works of literature.

For example, a course could be structured as follows.

Topic	Aspects covered	
Communication and media	Advertising	Bias in media
Global issues	Global warming	Migration
Social relationships	Language and identity	Social structures
Health	Diet and nutrition	Drug abuse
Science and technology	Ethics and science	Impact of IT on society

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

In addition, the suggested aspects for the core and the options do not have defined delimitations—they may be interrelated and may be perceived from more than one topic's perspective. The aspects listed are neither prescriptive nor exhaustive. For example, one can approach "drug abuse" from a number of angles such as the effect of drug addiction on the addict's relationship with family members, the way in which reality TV shows address drug addiction, the funding of initiatives to raise awareness, the effect of drug abuse on one's health, athletes on performance drugs, and the use of scientific research to combat drug addiction.

Principles of course design

A student learning a language in an IB programme should not be merely absorbing grammatical or linguistic rules. Teachers should consider the student as a person interacting with a social environment. A student learns about a culture when studying its language. Accordingly, the language B course should give as much attention to the sociocultural components of a language as to the teaching of communicative skills and linguistic components.

Intercultural dimension

Plurilingualism and intercultural understanding are major goals in language teaching and learning. These contribute to the development of positive attitudes and respect between peoples and cultures, which are integral to the IB philosophy.

When teaching certain aspects of a culture in an explicit manner, a teacher should be aware that certain topics and stereotypes might give the wrong idea of the target culture(s). It is better that cultural prototypes be identified, rather than stereotypes, always keeping in mind that prototypes are neither permanent nor unchangeable. Classroom activities that dismantle cultural stereotypes can be effective in negating the simplistic and misleading concepts that have often been absorbed without any analysis.

How are we exposed to culture?

- Through symbols
- Through beliefs and superstitions
- Through the ways in which reality is classified and ordered
- Through behaviours
- Through assumptions, linked to beliefs and behaviours

Symbols, beliefs and assumptions are common to, and understood by, members of a cultural community, and are conveyed implicitly. These symbols, beliefs and assumptions may be apparent in a different cultural community, although they are likely to have other meanings. The lack of knowledge of these differences is likely to lead to cultural misinterpretations—for example, while white is the colour of mourning in some cultures, black or different colours are used in others.

How do we break stereotypes?

Ethnocentric approaches when teaching the target culture(s) should be avoided, as these might lead the student to have negative feelings towards the target culture(s).

In classroom activities in which the student's culture(s) and the target culture(s) are analysed together, the student will be able to develop an intercultural engagement, which will encourage a realization that both cultures might be similar or different in some aspects. Developing this awareness of differences and similarities should promote attitudes of tolerance, understanding and respect, thus reflecting the IB learner profile. At the same time, this process should help students to develop a keener sense of their own cultural identity.

Assessment in the Diploma Programme

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB Programme standards and practices document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the Diploma Programme courses, a variety of resources can be found on the OCC or purchased from the IB store (<http://store.ibo.org>). Teacher support materials, subject reports, internal assessment guidance, grade descriptors, as well as resources from other teachers, can be found on the OCC. Specimen and past examination papers, as well as markschemes, can be purchased from the IB store.

Methods of assessment

The IB uses several methods to assess work produced by students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level indicator.

Markschemes

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

Assessment outline—HL

First examinations 2015

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core.	25%
Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250 word rationale, based on one or both of the literary texts read.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%
Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

Assessment outline—SL

First examinations 2015

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options.	25%
Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%
Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%