

Diploma Programme

Language B

Curriculum review report – update on progress

November 2009



This report provides an overview of the revised Language B course, and gives information about the syllabus and assessment for the new course, including some extracts from the draft guide.

The changes to the Language B course are the result of internal decisions informed by a series of meetings with teachers, examiners and consultants. Schools have also been consulted through questionnaires and the responses to these have been given careful consideration by participants in the meetings. Decisions taken throughout this process also reflect the need to ensure that the new course remains relevant throughout the next curriculum review cycle.

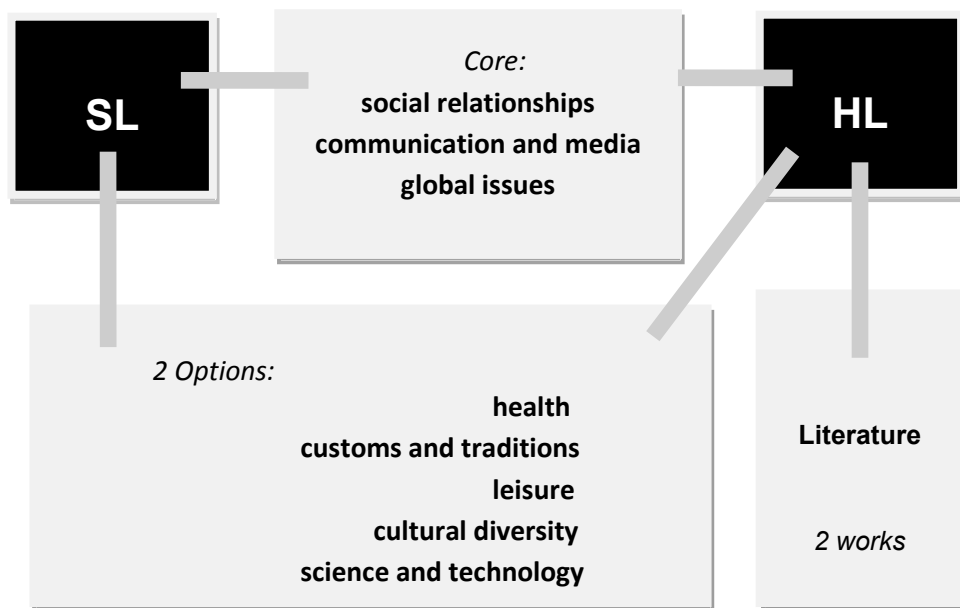
The first teaching year for the new course will be 2011 for May session schools and 2012 for November session schools.

Syllabus outline

Language B Higher level and Standard level are language acquisition courses developed for students with some background in the target language; while learning an additional language, students will explore the culture/s connected to it. Therefore, the purposes of these courses are language acquisition and intercultural awareness.

The Core –with topics common to both levels- is divided in three parts and is a required area of study. These areas are: Social relationships, Communication and media and Global issues

In addition, from 5 Options: Health, Customs and traditions, Leisure, Cultural diversity, Science and technology, teachers will select two, both at Higher and Standard levels. At Higher level only, 2 works of *literature* are read.



Language B syllabus content

Topic selection

The course comprises five topics: the three from the Core and two chosen from the five Options. At least two aspects will be covered in the course from each of these five topics. Additionally, two works of literature will be read at Higher Level.

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 study. The order in which the components of both the Core and the Options are presented is **not** an indication of the sequence in which they should be taught.

Core

There are three topics in the Core: **Social Relationships, Communication and Media and Global Issues**

These 3 topics are compulsory at both levels. At least two aspects are required from each Core topic

Communication and Media

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects to study include advertising, bias in media, censorship, the internet, press, radio and television, sensationalism in media, telephone, written and voice mail

Global Issues

Current matters and things to come that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target culture.

Possible aspects to study include drugs, energy reserves, food and water, climate change, natural disasters, globalization, migration, pandemics, poverty and famine, racism, prejudice and discrimination, the effect of man on nature, the environment and sustainability.

Social relationships

How people interrelate and behave as members of a community, individually and in groups.

Possible aspects to study include language and identity, linguistic dominance, minorities, multilingualism, nationalism, patriotism and fanaticism, relationships, religious and non-religious celebrations, social and political structures and groups, social behaviors and stances, taboos and what is socially acceptable

Options

There are five Options: **Cultural diversity, Customs and traditions, Health, Leisure, Science and technology.**

Teachers will choose 2 Options. At least two aspects per option must be studied

Cultural diversity

The ethnic, gender, racial, ideological and socioeconomic varieties within a community of the target language

Possible aspects to study include beliefs, values and norms, culinary heritage, how culture is learned, inter-cultural assimilation, inter-linguistic influence, language diversity, migration, population diversity, sub-cultures, concepts of beauty, verbal and non-verbal communication.

Customs and traditions

The current and past practices, representations, expressions and knowledge that belong to a community of the target language

Possible aspects to study include celebrations, social and religious events, dress codes, uniforms, etiquette and protocols, fashion, food, historical events, national costumes, arts.

Health

Physical, mental and social well-being as well as matters related to illnesses.

Possible aspects to study include concepts of beauty and health, diet and nutrition, drug abuse, epidemics, health services, hygiene, illnesses, symptoms of good/ill health, mental health, physical exercise, surgery, traditional and alternative medicine

Leisure

The variety of activities performed for enjoyment.

Possible aspects to study include entertainment, exhibitions and shows, games, hobbies, recreation, social interaction through leisure, sports, travelling

Science and technology

The relationship between science and technology and their impact on a community

Possible aspects to study include entertainment, ethics and science, ethics and technology, impact of IT on society, information technology, natural sciences, renewable energy, scientific research, social sciences

Literature (Higher level only)

Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding. Students should understand the works in some depth (see Assessment Objective 6), but literary criticism as such is not an objective of Language B HL course.

Assessment outlines

SL assessment component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on 4 written texts from the Core</p> <p>Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise from a choice of five, based on the Options.</p> <p>Written assignment: Receptive and written productive skills Inter-textual reading of three sources followed by a written exercise of 300-400 words and a 100-word rationale, based on the Core.</p>	<p>70%</p> <p>25%</p> <p>25%</p> <p>20%</p>
<p>Internal assessment oral: Interactive skills</p> <p>This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <p>Individual oral Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher</p> <p>Interactive oral activities Based on the Core. Three classroom activities are assessed by the teacher; the moderation factor of the Individual oral is applied to the mark submitted by the teacher for assessment.</p>	<p>30%</p>

HL assessment component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on 5 written texts from the Core</p> <p>Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises</p> <ul style="list-style-type: none"> - Section A: One task of 250-400 words, based on the Options, to be selected from a choice of five. - Section B: 150-200 word personal response to a stimulus text (e.g. statement or article), based on the Core <p>Written assignment: Receptive and written productive skills Creative writing of 500-600 words, with a 100-word rationale, based on one of the literary texts studied.</p>	<p>70%</p> <p>25%</p> <p>25%</p> <p>20%</p>
<p>Internal assessment oral: Interactive skills</p> <p>This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <p>Individual oral Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher</p> <p>Interactive oral activities Based on the Core. Three classroom activities are assessed by the teacher; the moderation factor of the Individual oral is applied to the mark submitted by the teacher for assessment.</p>	<p>30%</p> <p>20%</p> <p>10%</p>

External assessment details

HL/SL Paper 1: Receptive skills

Based on the Core **SL: social relationships / communication and media / global issues**

HL: social relationships / communication and media / global issues / literature

Paper 1 is externally set and externally assessed. The aim of this section is to assess, through a number of questions, the student's ability to read a range of texts. The Text booklet consists of 4 texts and the Question & Answer booklet contains the questions. The student's understanding and interpretation of the written texts are assessed, not the student's knowledge on the topic.

Knowledge of vocabulary relevant to the topic is expected. Although the format of the paper is similar at both Higher level and Standard level, the overall reading material is shorter and less complex at Standard level in keeping with the Language B assessment objectives.

Text handling questions assess receptive skills such as understanding overall meaning, scanning texts for particular details and understanding structural features functioning in context and identifying communicative purposes. At HL understanding and interpretation (but not analysis) of literature are assessed.

All texts and questions are in the target language and all responses must be written in the target language.

HL/SL Paper 2: Written productive skills

The aim of this component is to assess the student's ability to communicate accurately in writing for a variety of purposes and demonstrate productive skills.

SL and HL Section A

Based on the Options: health / customs and traditions / leisure / cultural diversity / science and technology

There are 5 tasks each based on a different Option and requiring 5 different types of text, from which the student chooses one. Each task requires an answer with a specific type of text, such as a formal letter or a report. Students need to identify the purpose(s) of the task in order to use register and style appropriate to the type of text.

Text types: Tasks in paper 2 could require text types such as articles, blogs, brochures, leaflets, flyers, pamphlets, advertisements, diary entries, interviews, news reports, opening a debate, reports, reviews, sets of instructions, guidelines, speeches, talks and presentations, written correspondence, essays (at HL only)

HL Section B

Based on the Core: social relationships / communication and media / global issues.150-250 words

The student writes a response to a stimulus text dealing with a topic linked to the Core. The text could, for instance, be a news report, or a comment by a public figure. The response should engage with details of the text in order to develop some coherent discussion of the topic area, informed by what has been learned during the study of the Core. There is no prescribed answer; what is assessed is the student's ability to express his/her reflection on, or personal response to, the stimulus.

Written assignment: Receptive and written productive skills

Weighting: 20%

SL: Inter-textual reading activity, followed by a writing task and a rationale.

Linked to the Core **300-400 words plus a 100-word rationale**

HL: Creative writing task and a rationale.

Linked to one of the two works of literature **500-600 words (plus 100 word rationale)**

Objectives

At **Standard level**, the purpose of the written assignment is to provide the student with the chance to reflect and develop further understanding of a Core topic, as well as to develop inter-textual receptive and productive skills. Inter-textual reading refers to the ability to read across different texts that may be linked by a common theme.

At **Higher level**, the purpose of the written assignment is to provide the student with the chance to reflect and gain further understanding of one of the literary works covered in class, while developing receptive, productive and creative skills to a higher degree.

The task – Standard level

The task consists of choosing 3 sources in the target language and transforming the information from those sources into a written text. The form of this text should be chosen from the recommended text types published in the Language B Guide.

The content of the task must be linked to one of the Core topics and based on information gathered from reading materials such as articles, blogs, interviews, etc. The topic of the assignment should have a specific focus, suitable for a piece of writing of 300-400 words. Although it is expected that the student select from several sources, the number of those to be used is 3; this material must be sent with the assignment. The recommended number of words of each source should be between 300-400 words. Students will write a 100-word **rationale** in which they explain why they have selected the topic and the text type.

Example for English B:

Core topic	Focus of sources	Sources	Topic of the assignment	Text type	Title of the assignment	Rationale
Global issues	People trafficking into the UK	1. Interview with a victim of trafficking 2. Editorial comment 3. Brochure of charity that helps illegal immigrants	Modern slavery	Interview	Crossing the Channel	An explanation of the reasons for choosing the topic and text type

The assessment emphasizes content and organization over format; the student should demonstrate understanding of the subject matter of the Written assignment as well as the ability to organize and use the information.

The task – Higher level

The task consists of a piece of creative writing that may be chosen from the recommended text types published in the Language B Guide. It will be based on a work of literature studied and may use related information from other reading material. The Written assignment is work to be done in the classroom and will be externally assessed. The length of the task must be between 500-600 words. Examples of Written assignments include writing a new ending to a novel, interviewing a fictional character, a diary entry by one of the characters. Students write a 100 -word **rationale** introducing the assignment, stating their objectives and a summary of the literary work.

Example:

Source	Assignment	Text type	Rationale
short story	Dialogue with a character of the short story	Interview	Introducing the assignment and objectives of the task and offering a brief summary of the literary work.

Formal guidelines:

- The topic of the Written Assignment must be the choice of the student in consultation with the teacher.
- This assignment should be written in the second year of the program and must be completed during school hours under teacher supervision
- The written assignment and the rationale must be in the target language and can be hand written
- It must be the independent work of the student
- Source / research material must be in the target language.
- The use of dictionary and reference material is permitted.
- SL: The suggested time for selection of material and research is approximately 5 hours and for writing the text and rationale approximately 2-3 hours.
- HL: The process of preparing and completing the task should take approximately 10 hours, including research if conducted

The role of the teacher

The task should be chosen with the teacher's guidance to ensure that it is an original choice that complies with the requisites of the assignment.

The teacher should supervise the development of the task for up to 30 minutes per student, ensuring that the student works independently and that the preparation, such as notes or drafts, demonstrate that it is the student's own work.

It is not responsibility of the teacher to provide written comments or to correct the written task.

The teacher must ensure that a broad choice of topics from the Core is covered during the course. If two or more students choose the same topic, each should approach it from a different point of view.

Internal assessment details

Individual Oral

Duration: 8-10 minute discussion (plus 15 minutes of preparation)

Weighting: 20%

Linked to the Options

The individual oral consists of:

Supervised preparation time	The student receives a previously unseen photograph, with a title or caption, selected by the teacher. Each photograph is linked to one of the Options studied. The student prepares a presentation.	15 min
Presentation	The student describes the photograph and relates it to the Option and the target culture.	3-4 min
Discussion	A discussion with the teacher on the presentation and a conversation on the options follows	5-6 min

Preparation: The teacher will select colour photographs linked to the two Options studied during the course and relevant to the target culture. The teacher will give a title or caption to each photograph. The student will be shown one photo per option and choose one photograph from the two offered that they will use in the presentation. The student will not have seen the photograph prior to the examination and will have 15 minutes in which to prepare the presentation based on the photograph and relating it to one of the two Options covered in class.

The photograph should enable the student to reflect on the culture(s) studied and stimulate discussion following the presentation. Any text in the photograph should be in the target language. It is recommended that the photos be in colour and contain plenty of graphic text. The same photograph can be used with up to 5 students but the title or caption should be different for each student.

When students are presented with the photograph at the time of the examination, they are allowed 15 minutes' preparation time and may write working notes (approximately ten short points). These notes should be used for reference only and must not be read aloud as a prepared speech.

An effective visual should:

- be relevant to at least one of the Options studied in class
- be culturally relevant to the target language
- allow the candidate to describe a scene or situation
- allow the candidate to offer a personal interpretation
- enable the teacher to lead the candidate into a wider conversation
- be relevant and of interest to 18 year olds

1- Presentation: it should last 3-4 minutes and has to be within the context of the option of study that the photograph refers to. The student must not memorize or rehearse the presentation. Teachers should avoid interrupting the flow of the presentation unless the student needs guidance.

2- Discussion: Following, the teacher should discuss the subject with the student. This part should last 5-6 minutes.

The purpose of this activity is that students demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned of the target culture. The discussion should:

- probe more deeply into the student's understanding of the culture(s) reflected in the material
- encourage the student to express opinions and engage them in a real conversation
- lead to further understanding of the topic
- challenge the student's views in order to generate an authentic discussion.
- induce a connection with the student's own culture, pointing out similarities or differences, comparing the same situation in both cultures, etc.

Teachers should not limit themselves to a question and answer format but should attempt to engage in an authentic discussion. Questions should be open, such as "why?" and "how?" and should not require a simple "yes" or "no" answer, enabling the assessment of the student's interactive and receptive skills. Depending on the flow of conversation, the teacher may decide to introduce another aspect studied.

Conduct of the individual oral

- The individual oral must be scheduled during the final year of the course.
- Candidates should be given adequate notice of when the individual oral is to take place.
- CD recordings of the individual oral will be required for external moderation.
- Under no circumstances should the recording be stopped, interrupted or enhanced.
- The individual interview may take place in or out of the classroom context.
- Care should be taken to ensure that high-quality recordings are sent for moderation.
- The individual oral will consist of two parts: Presentation and Discussion
- The timing given for each part of the individual oral is approximate since they will depend on the flow of the conversation.

Teacher's role

- The teacher must be aware that the purpose of the individual oral is to assess the student's ability to produce, receive and interact with the spoken language.
- It is important that the teacher be familiar with the assessment criteria.
- The type of questions asked should be adapted to the student's ability.
- The teacher is encouraged to interact with the candidate but should avoid dominating the discussion.
- If a student fails to answer, repeating and/ or rephrasing the question is an acceptable option.
- The teacher should avoid correcting the student at this point
- The teacher should allow sufficient time for the student to respond to questions.

Interactive oral activities

Three interactive oral activities carried out in the classroom during the course

Weighting: 10%

Linked to the Core: social relationships / communication and media / global issues

Three interactive activities will be assessed by the teacher and marks entered on Form XX. One of these must be based on a listening activity. The highest of the three marks will be entered on Form XX2 as the final mark for the interactive oral. Where there is only one student in the class, these activities should be carried out with the teacher.

External assessment criteria overview – SL HL

Paper 1 (25%): Markschemes specifically written for paper 1 will be used to assess this component.

Paper 2 (25%)

SL has one section. HL has Sections A and B. Assessment criteria are used to assess Paper 2.

SL and HL Section A

Criterion A	Language	10 marks
Criterion B	Message	10 marks
Criterion C	Format	5 marks
	Total	25 marks

HL Section B

Criterion A	Language	10 marks
Criterion B	Argument	10 marks
	Total	20 marks

Written Assignment (20%)

Assessment criteria are used to assess the written assignment.

Criterion A	Language	8 marks
Criterion B	Content	10 marks
Criterion C	Format	4 marks
Criterion D	Rationale	3 marks
	Total	25 marks

Individual oral (20%)

Criterion A	Productive skills	10 marks
Criterion B	Interactive and receptive skills	10 marks
	Total	20 marks

Interactive oral activities (10%)

Criterion A	Productive skills	5 marks
Criterion B	Interactive and receptive skills	5 marks
	Total	10 marks