

Subject: English B

24-26 January 2022

IB Diploma Category 2 with Jeehan Abu-Awad

About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

This a **Category 2** workshop.

Following the IB Guidelines for Category 2 workshops, we will focus on teachers' reflecting on language B delivery and assessments in view of the DP requirements and the Language B guide. Participants will have a better understanding of the assessment criteria and how to apply each to evaluate students as accurately and as fairly as possible. Through hands-on activities, the workshop will also enhance participants' understanding of the conceptual understandings needed to be embedded into the course design and how to improve their classroom tools and pedagogies in order to allow students to think about language and target culture.

Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, please do the following:

1. Read the Language B Guide (first assessment 2020) found on Programme Resource Center (PRC).
2. Peruse the Language B Teacher Support Material (first assessment 2020) found on the Programme Resource Center (PRC).
3. Complete the Pre-Workshop Questionnaire to be sent closer to the 18th March.

APPS and materials

Please ensure that you have access to and understand how to use

- ZOOM
- GoogleDrive

DAY 1

UK Time	Session	Objective	Session Content
08:30 – 08:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping
08:55 – 09:00	BREAK		
09:00 – 10:30	1.1	The Overall Picture	<ul style="list-style-type: none"> - Reflect on the language B aims, assessment objectives and syllabus outline when delivering the English B content. - To examine how themes could be addressed in English B.
10:30 – 10:45	BREAK		
10:45 – 12:00	1.2	DP Core and Conceptual Understanding in Language B	<ul style="list-style-type: none"> - The role of each conceptual understanding in developing students' communicative skills in the target culture. - Teaching strategies to better integrate those conceptual understandings in an explicit manner.

			- TOK & CAS integration/activities linked to English B themes and topics.
12:00-12:15	BREAK		
12:15 – 13:30	1.3	The external assessment: Paper 1 standard level (SL)/higher level (HL) – Part 1	- The different types of texts to be covered for Paper 1. - The challenges students may face in Paper 1.

*Post-session offline activity (Marking Paper 1 samples): 1 hour

DAY 2			
UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	The external assessment: Paper 1 standard level (SL)/higher level (HL) – Part 2	- Discuss Paper 1 samples at both levels and dissect the assessment criteria. - Develop action plans to meet the challenges identified in the previous session.
10:30 – 10:45	BREAK		
10:45 – 12:15	2.2	The external assessment: Paper 2 Listening & Reading Comprehension SL/HL	- To examine the methods used to prepare students for listening examinations. - To explore the linguistic variations and regional accents demonstrated in the texts used in the listening assessment. - To discuss possible methods to effectively prepare students for the text handling questions in Paper 2. - To examine the possible reading strategies that need to be developed.
12:15 – 12:30	BREAK		
12:30 – 13:30	2.3	Internal Assessment HL/SL: Preparation and Logistics	- To discuss the methods used to prepare students for the internal assessment. - To reflect on the selection and preparation of visual stimuli for SL and literary extracts for HL. - To examine the current logistical procedures followed to administer internal assessments.

*Post-session offline activity (Marking Individual Oral Samples): 1 hour

DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	The internal assessment SL/HL: Moderation and assessment criteria	<ul style="list-style-type: none">- Application of the assessment criteria at both levels.- To discuss the hurdles faced when conducting internal assessments and come up with an action plan to face each.
10:30 – 10:45	BREAK		
10:45 – 12:00	3.2	Course Design and ATLs	<ul style="list-style-type: none">- To examine different methods of designing an English B course.- Strategies to integrate approaches to teaching and learning into a variety of class activities.- Examine how each assessment component discussed can be most effectively integrated into the course design.- To create a list of authentic resources to be used when delivering the English B curriculum, including literature and visual stimuli for orals.
12:00 – 12:15	BREAK		
12:15 – 13:30	3.3		<ul style="list-style-type: none">- Nature of the Extended Essay and integration- Reflections- Addressing all questions raised.