

IB LANGUAGE B
NEW PROGRAMME
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Placement of students in group 2 language courses

- It is the responsibility of the IB coordinator and the language teachers to ensure that students choose the course that is most suited to their needs and that will provide them with an intellectual challenge : *the IBO will not monitor the individual schools' language policy.*
- The IB no longer recommends a minimum (or maximum!) amount of years of exposure to the language before starting the course.

Recommended MINIMUM amount of hours:

SL 150 hs

HL = 240 hs

Equivalence with CEFR

Common European Framework of Reference for Languages

- Ab initio: A2 (GCSE: A1)
- SL: B1 (AS: A2)
- HL: B2* (A2: B1)

* (currently B2 so if it's "marginally higher" are we talking about a B2/C1 level?)

LANGUAGE POLICY

- Each IB school will have to have a clear language policy which will not allow for individual exceptions *(each school will be free to write their own policy and interpret the IBO recommendations.)*
- Questions to be raised:
 - ab initio or SL?
 - SL or HL?
 - Does the student want to study language(s) at university
 - What about the student with no clear 3 HL subjects?

Extract from the FAQs

“Schools must remember that Language B ab initio, SL and HL courses are NOT designed to be taught in the same classroom and that there are losses and compromises if this happens, though we appreciate the logistical challenges that schools may have.”

CURRENT & NEW SYLLABUS: main differences

Current course	New course
Types of text	Types of text + Prescribed topics (core and options)
Paper 1 1hr30 SL - 3 comps + Written Response HL - 3 comps (incl 1 lit) + Written Response	Paper 1 1hr30 SL – 4 texts HL – 5 texts (incl 1 lit)
Paper 2 1hr30 SL = choice of 4 Qs – 250wds min HL = choice of 6 Qs – 400wds min	Paper 2 1hr30 SL = choice of 5 questions – 250-400wds HL = A) choice of 5 questions – 250-400wds B) Reasoned argument - 150-250wds based on stimulus
Interactive oral – best of 3	Interactive oral – best of 3 – worth less
Individual oral – 12mins Presentation on topic of choice Questions on topic Discussion of 2-3 other topics	Individual oral – 10mins – worth more Presentation - 15mins to prepare a 3 min presentation on an unseen photo Questions on photo - No other topics discussed
	Written Assignment (coursework) 4hrs SL = 300-400wds written task + 100wds rationale based on 3 texts chosen by teacher HL = 500-600wds creative written task + 150wds rationale based on 1 of 2 literary texts studied
	+ HL Literature – 2 set texts

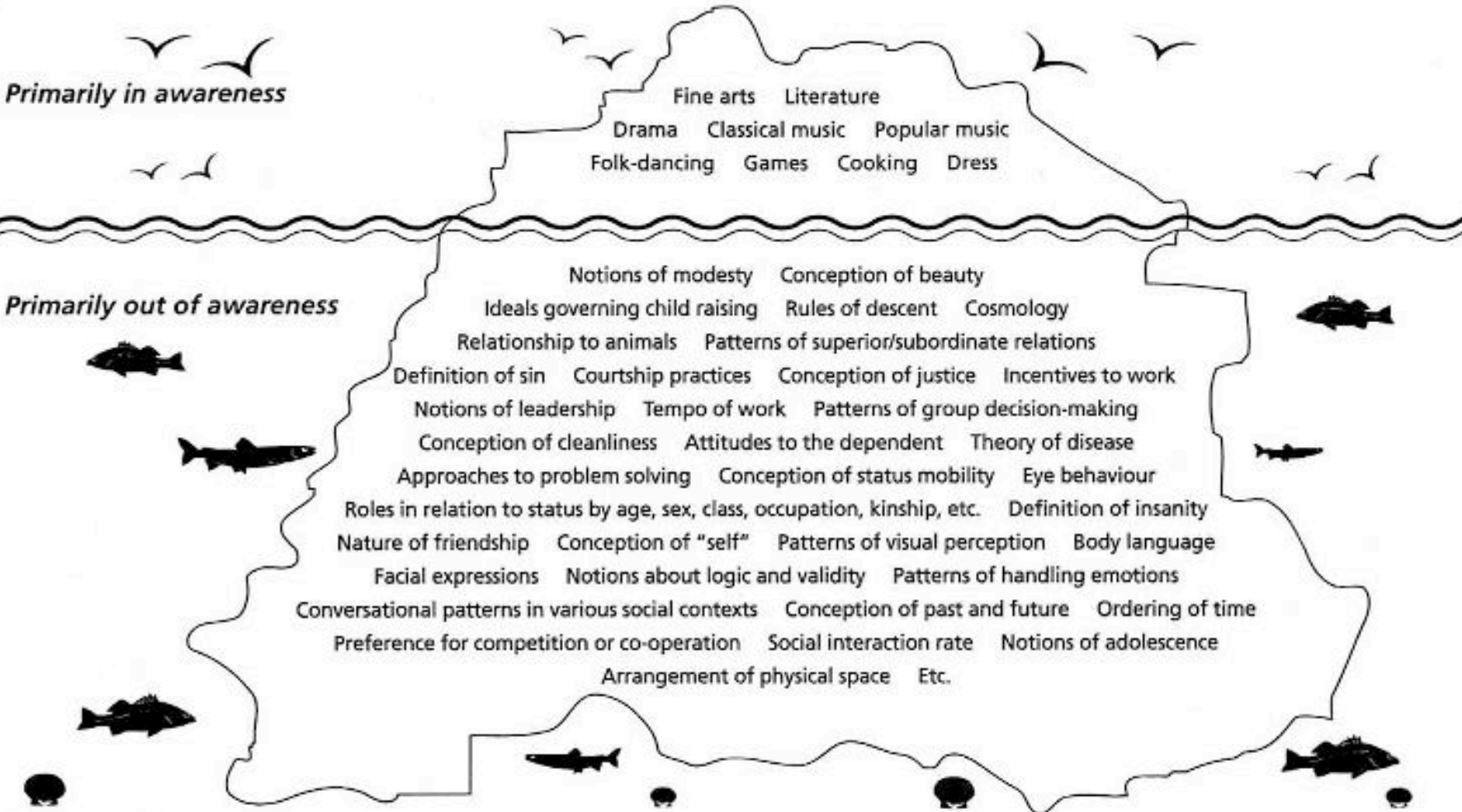
ASSESSMENT OBJECTIVES

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence *and intercultural understanding*.
2. use language appropriate to a range of interpersonal and/or cultural contexts.
3. understand and use language to express and respond to a range of ideas with accuracy and fluency.
4. organize ideas on a range of topics, in a clear, coherent and convincing manner.
5. understand, analyse and respond to a range of written and spoken texts.
6. understand and use works of literature written in the target language of study (HL only).

→ high focus on intercultural competence

Fig. 1: The iceberg concept of culture



Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984

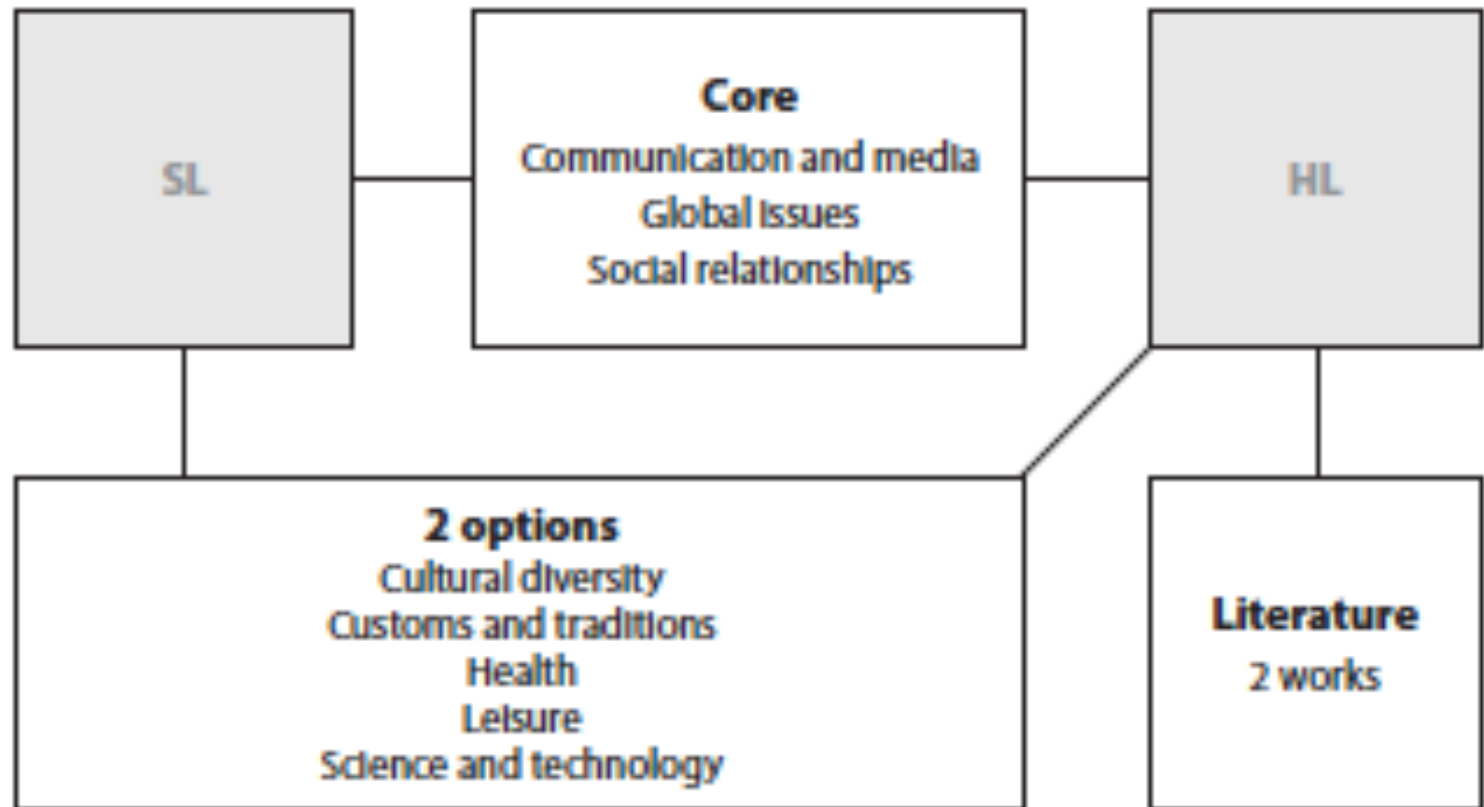
SYLLABUS CONTENT

Language acquisition will be achieved through the development of:

- **Receptive skills:** activities include silent reading and following the media, consulting textbooks, works of reference and documents.
- **Productive skills:** oral presentations, written studies and reports
- **Interactive skills:** at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication.
- (Council of Europe 2001)

OUTLINE OF THE SL & HL COURSES

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.



THE TOPICS & THE ASPECTS

Throughout the two years students will be expected to have covered all three core topics and two of the five option topics.

Each topic has aspects (sub-topics) and at least two aspects within each topic must be covered.

Core topic1: communication and media - how people interact, transmit and gather data for the purposes of information and entertainment:

Core topic 2: Global issues - current matters and future scenarios 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 language's culture(s).

Core topic 3: Social relationships - how people interrelate and behave as members of a community, individually and in groups.

Option topic 1: Cultural diversity - the ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language.

Option topic 2: customs and traditions - the current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Option topic 3: Health - physical, mental and social well-being, as well as matters related to illnesses.

Option topic 4 : Leisure - the variety of activities performed for enjoyment.

Option topic 5: Science and technology - the relationship between science and technology, and their impact on a community of the target language.

HOW TO DESIGN A NEW LANGUAGE B COURSE

- decide when to do the written assignment (SL&HL)
- schemes of work must be written in terms of topics, communicative purposes and types of texts.
- it's important to define which topics are linked to which type of assessment (eg individual oral only on the 2 option topics)
- intercultural competences (comparison between target and own cultures) must be consistently referred to throughout the course.

COURSE DESIGN PRINCIPLES

CORE TOPICS	OPTION TOPICS
<ul style="list-style-type: none">• paper 1 (receptive skills) 25%• interactive oral 10%• SL written assignment 20%• HL paper 2 section B (reasoned argument)	<ul style="list-style-type: none">• paper 2 25%• individual oral 20%

HL LITERATURE	
<ul style="list-style-type: none">• written assignment• one text from paper 1	20%

INTERNAL ASSESSMENT (oral)

Interactive (*no changes*) **Individual**

“during course”

during second year

Core Topics

Option Topics

SL /10

/20

HL /10

/20

2 Criteria (instead of 3):

A) Productive skills (Language)

B) Receptive & Interactive skills (B+C combined)

INDIVIDUAL ORAL

Preparation

15 minutes to prepare a 3-4 min presentation

Can make notes – eg 10 bullet points

Must not rehearse or memorize

Part 1 – presentation 3-4 mins

(uninterrupted – 2-3 mins ok)

Describe photo and contextualise within option topic

Objective is to express ideas about culture studied

Part 2 – questions on photo 5-6 mins

Open questions

Teacher must elicit responses that establish connections with own culture eg where are you from? Is X similar in your country/culture?

Can move into other option topic if relevant/
appropriate/natural/student doing well

Question the student's opinions

Total 10 mins (approx)

PAPER 1: receptive skills core topics (communication & media, global issues, social relationships)

SL : 90 minutes 25%

- 4 texts
- 1400 words in total
- 40 questions

HL: 90 minutes 25%

- 5 texts (2 difficult ones including literary one)
- 1600 words
- 160 questions

PAPER 2: productive written skills on option topics
(cultural diversity, customs & traditions, health,
leisure and science and technology)

SL : 90 minutes 25%

- 5 questions (one on each option topic)
- 5 different types of texts
- students must write between 250 – 400 words)
- assessed on language, content and format

HL: 90 minutes 25 %

1) Section A : **15%**

- 5 questions (one on each option topic)
- 5 different types of texts
- students must write between 250 – 400 words
- assessed on language, content and format

2) Section B: **10%**
reasoned argument

REASONED ARGUMENT HL

- Reasoned argument in the form of a response to a stimulus text (70 words max)) dealing with a topic linked to the core.
- 150 -250 words
- Any types of text allowed but *mini argumentative essay* by far best option.
- The students should engage with details of the text in order to develop some coherent discussion of the topic area, which is 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 or her reflection on, or personal response to, the stimulus.
- There are two assessment criteria:
- Language 10 marks & Argument 10 marks = total 20 marks

WRITTEN ASSIGNMENT

SL (controlled assessment)

- The teacher chooses three texts of approximately 300 words each related to one of the core topics. Students have to write a 300 – 400 words response + rationale of 100 words.
- The response must be in the form of Paper 2 type texts
- The teacher must approve the type of text and communicative purpose (approach).
- The students have 3 – 4 hours to produce the task and rationale (it doesn't have to be one sitting but is recommended)

WRITTEN ASSIGNMENT HL (controlled assessment)

- Creative response based on one of the two literary texts studied in class
- well known texts or obscure texts?
- ? easier than SL

ASSESSMENT CRITERIA ISSUES

- quite vague and general but much is implicitly expected:
 - intercultural competence in individual oral and reasoned argument
 - “use of sources” in SL written assignment and “connections with text” in HL written assignment
 - rhetorical devices are now implicitly assessed within content criteria; register comes under conventions
 - key words have been removed eg spelling, grammar, structural elements, style and rhetorical devices
- format (former cultural interaction) now worth less
- only one mark deducted if minimum of words not reached (instead of 6)