

## Group 2: Language Acquisition

**Course Title: English B**

**Level offered: HL and SL**

### **Course Description:**

English 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.

### **Course Structure / Topics covered:**

The language B syllabus approaches the learning of language through meaning. Through the study of the five major themes **IDENTITIES, EXPERIENCES, HUMAN INGENUITY, SHARING THE PLANET, & SOCIAL ORGANISATION**, (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.

The **conceptual understandings** underpinning language acquisition are an essential component of the course. As such, students are exposed to a wide range of text types (**personal, professional & mass media**) with **variation in meaning**, perspective and language production (accent, vocabulary). Through this, they develop their ability to communicate in a variety of **contexts**, to a range of **audiences**, presenting and interacting as individuals, pairs and groups. Over the two years, they also produce their own written texts for various **purposes**.

### **Assessment Objectives:**

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

## **Assessment SL**

### **External assessment (3 hours) (Weighting 75%)**

#### **Paper 1 (1 hour 15 minutes) (weighting 25%)**

Productive skills—writing (30 marks)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

#### **Paper 2 (1 hour 45 minutes) (50%)**

##### **Receptive skills—separate sections for listening and reading (65 marks)**

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

### **Internal assessment (Weighting 25%)**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### **Individual oral assessment**

A conversation with the teacher, **based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)**

## **Assessment HL**

### **External assessment (3 hours 30 minutes) (Weighting 75%)**

#### **Paper 1 (1 hour 30 minutes) (Weighting 25%)**

Productive skills—writing (30 marks)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

#### **Paper 2 (2 hours) (50%)**

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

### **Internal assessment (Weighting 25%)**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

#### **Individual oral assessment**

A conversation with the teacher, **based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)**

**Resources and Texts:** IB English B Course Book: Oxford IB DP (9780198422327)

**Teachers to speak to:** Ms Sarah Gerlach & Ms Ophelia Bou

## Group 2: Language Acquisition

**Course Title: Chinese B**  
**Level offered: HL and SL**

### Course Description

Chinese B is a language acquisition course designed for students with some previous experience of the Chinese language. At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below. In this course, students further develop their ability to communicate in Chinese through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. The course is available at both SL and HL.

### Course Structure

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL.

There are five prescribed themes in this course. They provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

### Assessment

#### Internal Assessment

**Individual oral assessment** (30marks) (Weighting: 25%)

SL : A conversation with the teacher, based on a visual stimulus, followed by discussion based on

an additional theme.

HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

### **External Assessment**

**Paper 1** Productive skills—writing (30 marks) (Weighting: 25%)

SL (1 hour 15 minutes)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

HL (1 hour 30 minutes)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

**Paper 2** Receptive skills—separate sections for listening and reading (65 marks)

(Weighting: 50%)

SL (1 hour 45 minutes)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

HL (2 hours)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

### **Resources and Texts:**

*IBDP Study Guide for Chinese B, Chinese Made Easy, Modern Chinese, KEYS Chinese*

HL only: *The Chess Master* (A Cheng), *The Sight of My Father's Back* (Zhu Ziqing)

**Teacher(s) to speak to:** Dr. L Chi, Ms. H Zhang and Ms. B Li