

International Baccalaureate Diploma Programme Subject Brief

Language Acquisition Language B - HL



Course Description

The IB DP Language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a Language B at higher level should be able to follow university courses in other disciplines in the Language B that is studied.

The aims of the Language B higher level course are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

II. Curriculum model overview

Component	Recommended teaching hours
Five themes <ul style="list-style-type: none"> • Identity • Experiences • Human ingenuity • Social organization • Sharing the planet 	240
Read two works of literature	
Skills <ul style="list-style-type: none"> • Receptive • Productive • Interactive 	

III. Assessment model

The assessments aim to test all students' ability to understand and use the language of study as well as key concepts through:

- learning a language by engaging with its use and meaning within a social framework
- developing receptive, productive and interactive skills to meet the objectives of the course.

Students' success in the language B higher level course is measured by combining their grades on external and internal assessment.

Students will be assessed on their ability to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics
- understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			75
Paper 1	Productive skills - writing One writing task of 450 - 600 (450 - 720 in Chinese) words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	1.5	25
Paper 2	Receptive skills - separate sections for listening and reading Listening comprehension Reading comprehension Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	1 1	50

Type of assessment	Format of assessment	Weighting of final grade (%)
Internal	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.	25

Students are asked to write 250-400 words (300-480 in Chinese) based on one of the five available themes, such as:

- environmental issue can be considered as a problem for today's society. In class, you have been asked to give a speech to your classmates informing them about the problem. Write a text of your speech. [based on: Sharing the planet]
- you had a great trip experience in a (target language) speaking country. Write an article to be published in the school magazine on how your experience during a culture trip will affect your future job prospects. [based on: Experience]

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

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International Baccalaureate Diploma Programme Subject Brief

Language Acquisition Language B - SL



Course Description

The IB DP Language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a Language B at standard level should be able to follow university courses in other disciplines in the Language B that is studied.

The aims of the Language B standard level course are to:

- develop students’ intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students’ awareness of the role of language in relation to other areas of knowledge
- develop students’ awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

II. Curriculum model overview

Component	Recommended teaching hours
Five themes <ul style="list-style-type: none"> • Identity • Experiences • Human ingenuity • Social organization • Sharing the planet 	150
Skills <ul style="list-style-type: none"> • Receptive • Productive • Interactive 	

III. Assessment model

The assessments aim to test all students' ability to understand and use the language of study as well as key concepts through:

- learning a language by engaging with its use and meaning within a social framework
- developing receptive, productive and interactive skills to meet the objectives of the course.

Students' success in the Language B standard level course is measured by combining their grades on external and internal assessment.

Students will be assessed on their ability to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics.
- understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			75
Paper 1	Productive skills - writing One writing task of 450 - 600 (450 - 720 in Chinese) words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	1.5	25
Paper 2	Receptive skills - separate sections for listening and reading Listening comprehension Reading comprehension Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	1 1	50

Type of assessment	Format of assessment	Weighting of final grade (%)
Internal		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.	

IV. Sample questions

Complete one task. Use an appropriate text type from the options below the task you choose. Write 450 to 600 words.

1. You recently had an experience where you felt discriminated against, and you want to express your views to others. Write a text in which you explain what happened, why you felt the treatment you received was wrong, and how you would like to have been treated.

Journal entry	Opinion column	Speech
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2. The excess consumption of junk food is on the rise in your town, which may have negative effects on residents' health. You would like to inform the residents about this issue. Write a text in which you explain the problem, how it can be overcome, and why it is important to take action.

Blog	Pamphlet	Speech
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International Baccalaureate Diploma Programme Subject Brief

Language Acquisition Language ab initio – Standard level



Course Description

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Receptive: students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five Prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

The aims of the Language ab initio course:

1. developing international-mindedness through the study of languages, cultures, ideas and issues of global significance
2. enabling students to communicate in the language they have studied in a range of contexts and for a variety of purposes
3. encouraging, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
4. developing students' understanding of the relationship between the languages and cultures with which they are familiar

5. developing students' awareness of the importance of language in relation to other areas of knowledge
6. providing students with opportunities for intellectual engagement and for the development of critical and creative thinking skills, through language learning and the process of inquiry
7. providing students with a basis for further study, work and leisure through the use of an additional language
8. fostering curiosity, creativity and a lifelong enjoyment of language learn.

II. Curriculum model overview

Areas of Study

Thinking skills

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought
- Metacognition

Communication skills

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal communication

II. Curriculum model overview

Areas of Study

Social skills

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision-making
- Adopting a variety of group roles
- Engaging vary personalities and differing points of view

Self-management skills

- Organization
- Time management
- Safety
- Healthy lifestyle
- Codes of behavior
- Informed choice
- Seeking support when needed

Research skills

- Formulation questions
- Observing
- Planning
- Collecting data
- Recording data
- Organizing data
- Interpreting data
- Presenting research
- Findings

III. Assessment model

1. communicating clearly and effectively in a range of contexts and for a variety of purposes
2. understanding and using language appropriate to a range of interpersonal and/or intercultural contexts and audiences
3. understanding and using language to express and respond to a range of ideas with fluency and accuracy
4. identifying, organizing and presenting ideas on a range of topics
5. understanding, analysing and reflecting upon a range of written, audio, visual and audio-visual texts.

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Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External assessment		2.45	75
Paper 1	Productive skills - Writing (30 marks)	1	25
	Two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.		
Paper 2	Receptive skills - separate sections for listening and reading (65 marks)	1.45	50
	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			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 and at least one additional course theme. (30 marks)		

IV. Sample questions

You have won the lottery and are going to the destination of your choice. Write an email to the representative to thank them.

You must include :

- when you would like to travel
- your choice of destination
- two reasons for the country of your choice.