

# International Baccalaureate Diploma Programme Subject Brief

Studies in language and literature:

English A: Language and literature – Standard level

First assessments 2013 – Last assessments 2020

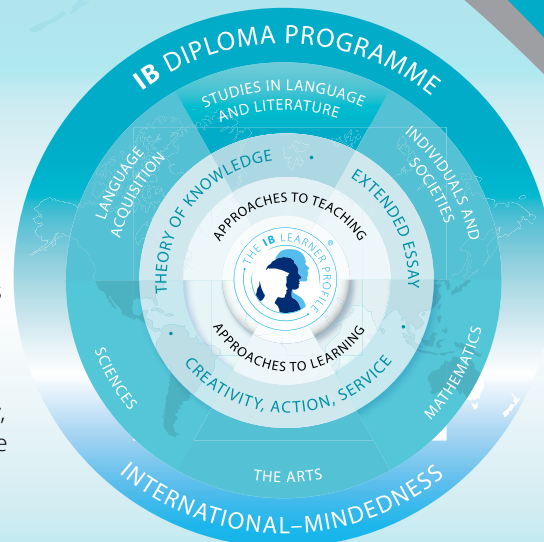
The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
- IV. Sample questions



## I. Course description and aims

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

The aims of language A: language and literature standard level courses are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage an appreciation of the different perspectives of other

cultures, and how these perspectives construct meaning

- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

## II. Curriculum model overview

Component	Recommended teaching hours
<b>Part 1: Language in cultural context</b> <ul style="list-style-type: none"> <li>• effect of audience and purpose on the structure and content of texts</li> <li>• impact of language changes</li> <li>• effect of culture and context on language and meaning</li> </ul>	40
<b>Part 2: Language and mass communication</b> <ul style="list-style-type: none"> <li>• forms of communication within the media</li> <li>• educational, political or ideological influence of the media</li> <li>• ways in which mass media use language and image to inform, persuade or entertain</li> </ul>	40

<b>Part 3: Literature—texts and contexts</b> <ul style="list-style-type: none"> <li>historical, cultural and social contexts in which texts are written and received</li> <li>relationship between context and formal elements of the text, genre and structure</li> <li>attitudes and values expressed by literary texts and their impact on readers</li> </ul>	40
<b>Part 4: Literature—critical study</b> <ul style="list-style-type: none"> <li>detailed exploration of literary works</li> <li>elements such as theme and the ethical stance or moral values of literary texts</li> <li>appropriate use of literary terms</li> </ul>	30

### III. Assessment model

Having followed the language and literature standard level course, students will be expected to demonstrate the following.

#### Knowledge and understanding

- knowledge and understanding of a range of texts
- understanding of the use of language, structure, technique and style
- critical understanding of the ways in which readers construct meaning and the influence of context
- understanding of how different perspectives influence the reading of a text

#### Application and analysis

- ability to choose an appropriate text type
- ability to use terminology relevant to the various text types studied
- ability to analyse the effects of language, structure, technique and style on the reader
- awareness of the ways in which the production and reception of texts contribute to their meanings
- ability to substantiate and justify ideas with relevant examples

#### Synthesis and evaluation

- ability to compare and contrast the formal elements, content and context of texts
- Discuss the ways in which language and image may be used in a range of texts
- ability to evaluate conflicting viewpoints within and about a text

#### Selection and use of appropriate presentation and language skills

- ability to express ideas clearly and with fluency, both written and orally
- ability to use the oral and written forms of the language, in a range of styles, registers and situations
- ability to discuss and analyse texts in a focused and logical manner

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	70
Paper 1	Written analysis of one of two unseen texts.	1.5	25
Paper 2	In response to one of six questions, an essay based on two literary texts studied.	1.5	25
Written Tasks	At least three written tasks based on course material, submitting one for external assessment.		20
Internal			30
Individual oral commentary	An oral commentary on an extract from a literary text studied. Two guiding questions are given.		15
Further oral activity	At least two further oral activities. The mark of one is submitted for final assessment.		15

### IV. Sample questions

- Writers often use a character who is alienated from his or her culture or society in order to explore cultural or social values. Examine this idea with reference to at least two works studied.
- It has been said that history “cannot be un-lived, but if faced with courage, need not be lived again.” To what extent do at least two works studied “face” history in order to ensure that its wrongs “need not be lived again”?

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# International Baccalaureate Diploma Programme Subject Brief

Studies in language and literature:

English A: Language and literature – Higher level

First assessments 2013 – Last assessments 2020



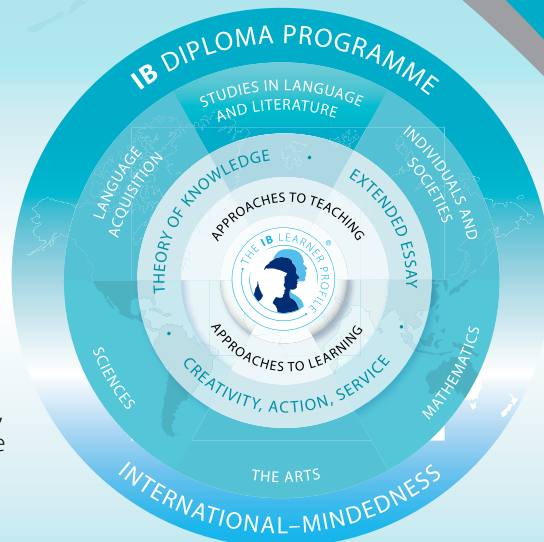
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To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
- IV. Sample questions



## I. Course description and aims

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

The aims of language A: language and literature higher level courses are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage an appreciation of the different perspectives of other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts

- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

## II. Curriculum model overview

Component	Recommended teaching hours
<b>Part 1: Language in cultural context</b> <ul style="list-style-type: none"> <li>• effect of audience and purpose on the structure and content of texts</li> <li>• impact of language changes</li> <li>• effect of culture and context on language and meaning</li> </ul>	60
<b>Part 2: Language and mass communication</b> <ul style="list-style-type: none"> <li>• forms of communication within the media</li> <li>• educational, political or ideological influence of the media</li> <li>• ways in which mass media use language and image to inform, persuade or entertain</li> </ul>	60

<b>Part 3: Literature—texts and contexts</b> <ul style="list-style-type: none"> <li>historical, cultural and social contexts in which texts are written and received</li> <li>relationship between context and formal elements of the text, genre and structure</li> <li>attitudes and values expressed by literary texts and their impact on readers</li> </ul>	70
<b>Part 4: Literature—critical study</b> <ul style="list-style-type: none"> <li>detailed exploration of literary works</li> <li>elements such as theme and the ethical stance or moral values of literary texts</li> <li>appropriate use of literary terms</li> </ul>	50

### III. Assessment model

Having followed the language and literature higher level course, students will be expected to demonstrate the following.

#### Knowledge and understanding

- knowledge and understanding of a range of texts
- understanding of the use of language, structure, technique and style
- critical understanding of the ways in which readers construct meaning and the influence of context
- understanding of how different perspectives influence the reading of a text

#### Application and analysis

- ability to choose a text type appropriate to the purpose required
- ability to use terminology relevant to the various text types studied
- ability to analyse the effects of language, structure, technique and style on the reader
- awareness of the ways in which the production and reception of texts contribute to their meanings
- ability to substantiate and justify ideas with relevant examples

#### Synthesis and evaluation

- ability to compare and contrast the formal elements, content and context of texts
- ability to discuss the ways in which language and image may be used in a range of texts
- ability to evaluate conflicting viewpoints within and about a text
- ability to produce a critical response evaluating some aspects of text, context and meaning

#### Selection and use of appropriate presentation and language skills

- ability to express ideas clearly and with fluency, both written and orally
- ability to use the oral and written forms of the language, in a range of styles, registers and situations
- ability to discuss and analyse texts in a focused and logical manner
- ability to write a balanced, comparative analysis

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4	70
Paper 1	A written comparative analysis of one pair of unseen texts.	2	25
Paper 2	In response to one of six questions, an essay based on at least two texts studied.	2	25
Written Tasks	At least four written tasks based on course material, two for external assessment.		20
Internal			30
Individual oral commentary	An oral commentary on an extract from a literary text studied; two guiding questions are given.		15
Further oral activity	At least two further oral activities. The mark of one is submitted for final assessment.		15

### IV. Sample questions

- Writers often use a character who is alienated from his or her culture or society in order to explore cultural or social values. Examine this idea with reference to at least two works studied.
- It has been said that history “cannot be un-lived, but if faced with courage, need not be lived again.” To what extent do at least two works studied “face” history in order to ensure that its wrongs “need not be lived again”?

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# IB language A: literature standard level

## subject brief



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The International Baccalaureate® Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Language A: literature standard level is in group 1, studies in language and literature. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

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The IB subject briefs illustrate key course components in the IB Diploma Programme.

### I. Course description and aims

### III. Assessment model

### II. Curriculum model overview

## Overview of the language A: literature standard level course and curriculum model

### I. Course description and aims

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have effectively developed skills of analysis and the ability to support of an argument in clearly expressed writing, sometimes at significant length. The course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied can be chosen from the prescribed literature in translation (PLT) list, prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue. The aims of the language A: literature course at both higher and standard levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

### II. Curriculum model overview

#### Language A: literature standard level

Components		
<i>Works in translation</i>	Study of two works All works are chosen from the titles in the prescribed literature in translation list.	40 hours
<i>Detailed study</i>	Study of two works All works are chosen from the prescribed list of authors for the language being studied, each from a different genre.	40 hours
<i>Literary genres</i>	Study of three works All works are chosen from the prescribed list of authors for the language being studied, chosen from the same genre.	40 hours
<i>Options</i>	Study of three works Works are freely chosen in any combination.	30 hours
<b>Total teaching hours</b>		<b>150 hours</b>

#### Assessment for language A: literature standard level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Students' success in the language A: literature standard level course is measured by combining their grades on external and internal assessment.

Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			<b>70</b>
<i>Paper 1</i>	Literary analysis of one unseen text	1.5	20
<i>Paper 2</i>	Essay based on two works studied	1.5	25
<i>Written assignment</i>	Reflective statement and literary essay on one work studied		25
<b>Internal</b>			<b>30</b>
<i>Oral work</i>	Formal oral commentary and interview	10 minutes	15
	Individual oral presentation	10–15 minutes	15



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# IB language A: literature higher level subject brief



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The International Baccalaureate® Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Language A: literature higher level is in group 1, studies in language and literature. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

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The IB subject briefs illustrate key course components in the IB Diploma Programme.

## I. Course description and aims

## III. Assessment model

## II. Curriculum model overview

### Overview of the language A: literature higher level course and curriculum model

#### I. Course description and aims

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

The aims of the language A: literature course at both higher and standard levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

#### II. Curriculum model overview

##### Language A: literature higher level

Components		
<i>Works in translation</i>	Study of three works All works are chosen from the titles in the prescribed literature in translation list.	65 hours
<i>Detailed study</i>	Study of three works All works are chosen from the prescribed list of authors for the language being studied, each from a different genre.	65 hours
<i>Literary genres</i>	Study of four works All works are chosen from the prescribed list of authors for the language being studied, chosen from the same genre.	65 hours
<i>Options</i>	Study of three works Works are freely chosen in any combination.	45 hours
Total teaching hours		240 hours

### III. Assessment model

#### Assessment for language A: literature higher level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

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

Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			<b>70</b>
<i>Paper 1</i>	Literary commentary and analysis of one unseen text	2	20
<i>Paper 2</i>	Essay on at least two works studied	2	25
<i>Written assignment</i>	Reflective statement and literary essay on one work studied		25
<b>Internal</b>			<b>30</b>
<i>Oral work</i>	Formal oral commentary and interview (20 minutes)		15
	Individual oral presentation (10-15 minutes)		15

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# International Baccalaureate Diploma Programme Subject Brief

## Language acquisition:

### Language B – Standard level

First assessments 2013 – Last assessments 2019

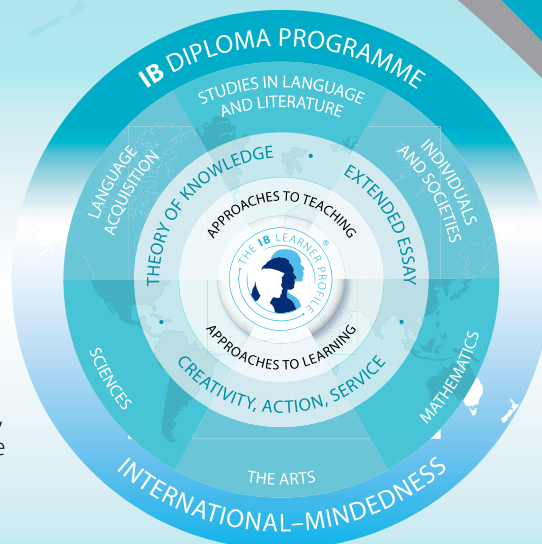
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To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

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- IV. Sample questions



## I. Course description and aims

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. High performing standard level students 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 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
<b>Core</b> <b>Instruction on three topics</b> <ul style="list-style-type: none"> <li>• communication and media</li> <li>• global issues</li> <li>• Social relationships</li> </ul>	150
<b>Options</b> <b>Two options from the following five</b> <ul style="list-style-type: none"> <li>• cultural diversity</li> <li>• customs and traditions</li> <li>• health</li> <li>• leisure</li> <li>• science and technology</li> </ul>	

### 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 in the language of study.

Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts.

### IV. Sample questions

Students are asked to write 250-400 words based on one of five available topics, such as:

- Social isolation can be considered a problem for today's teenagers. In class, you have been asked to give a speech to your classmates informing them about the problem. Write the text of your speech. [based on Option: Health]
- You are a student at an international school in a (target language) speaking country. Write an article to be published in the school magazine on how your experience at the international school will affect your future job prospects. [based on Option: Cultural diversity]

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			70
Paper 1	Text handling exercise on 4 written texts	1.5	25
Paper 2	Written productive skills through 1 writing exercise	1.5	25
Written assignment	Written exercise and rationale based on intertextual reading		20
Internal			30
Oral work	Individual oral presentation		20
	Interactive oral activities		10

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## Language acquisition:

### Language B – Higher level

First assessments 2013 – Last assessments 2019

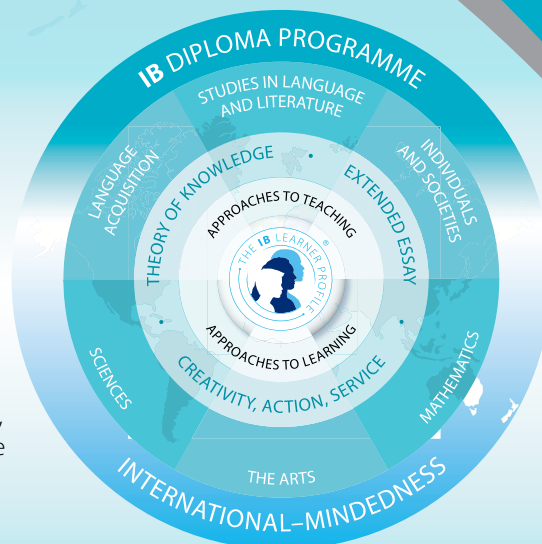
The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
- IV. Sample questions



## I. Course description and aims

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
<b>Core</b> <b>Instruction on three topics</b> <ul style="list-style-type: none"> <li>• communication and media</li> <li>• global issues</li> <li>• Social relationships</li> </ul>	240
<b>Options</b> <b>Two options from the following five</b> <ul style="list-style-type: none"> <li>• cultural diversity</li> <li>• customs and traditions</li> <li>• health</li> <li>• leisure</li> <li>• science and technology</li> </ul>	
<b>Literature</b> <ul style="list-style-type: none"> <li>• Read 2 works of literature</li> </ul>	

### 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 situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			70
Paper 1	Receptive skills  Text handling exercise on 4 written texts.	1.5	25
Paper 2	Written productive skills through 2 writing exercises	1.5	25
Written assignment	Receptive and written productive skills  Creative writing and rationale based on one literary text read during the course		20
Internal			30
Oral work	Individual oral presentation  Interactive oral activities.		20 10

### IV. Sample questions

Students are asked to write 250-400 words based on one of five available topics, such as:

- Social isolation can be considered a problem for today's teenagers. In class, you have been asked to give a speech to your classmates informing them about the problem. Write the text of your speech. [based on Option: Health]
- You are a student at an international school in a (target language) speaking country. Write an article to be published in the school magazine on how your experience at the international school will affect your future job prospects. [based on Option: Cultural diversity]

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.

For further information on the IB Diploma Programme, visit: <http://www.ibo.org/diploma/> Complete subject guides can be accessed through the IB Online Curriculum Center (OCC), the IB university and government official system, or purchased through the IB store: <http://store.ibo.org>

To learn more about how the IB Diploma Programme prepares students for success at university, visit: [www.ibo.org/recognition](http://www.ibo.org/recognition) or email: [recognition@ibo.org](mailto:recognition@ibo.org)

# International Baccalaureate Diploma Programme Subject Brief

## Language acquisition:

### Language ab initio – Standard level

First assessments 2013 – Last assessments 2019

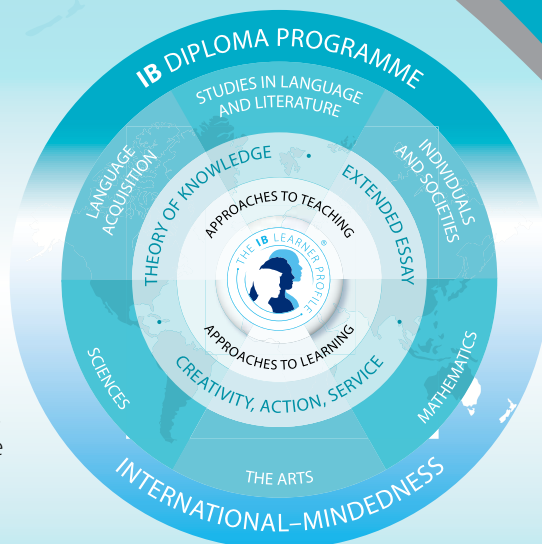
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To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
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## I. Course description and aims

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

The aims of the language ab initio 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

Three areas of study – language, themes and texts – provide the basis of the language ab initio course. These three fundamental areas, as well as intercultural understanding, are all interrelated and should be studied concurrently.

### Areas of Study

#### Language

- Receptive skills: the ability to comprehend straightforward written and spoken language.
- Productive skills: the ability to write and speak the target language effectively.
- Interactive skills: the ability to understand and respond effectively to written and spoken language.

#### Themes

- Individuals and society – Daily routines; education; food and drink; personal details; appearance and character physical health; relationships; shopping
- Leisure and work – Employment; entertainment; holidays; media; sport; technology; transport
- Urban and rural environment – Environmental concerns; global issues; neighbourhood; physical geography; town and services; weather

#### Texts

During the course, students are taught to understand and produce a variety of spoken, written and visual texts. Use of authentic texts is encouraged. Examples of texts to be studied include articles, letters, maps, timetables and web pages.

### III. Assessment model

Having followed the language ab initio standard level course, students will be assessed on their ability to:

- demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
- communicate clearly and effectively in a range of situations
- understand and use accurately the basic structures of the language
- understand and use an appropriate range of vocabulary
- use a register and a format that are appropriate to the situation.

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			75
Paper 1: Receptive skills	Understanding of four written texts. Text-handling exercises.	1.5	30
Paper 2: Productive skills	Two compulsory writing exercises. Section A: One question to be answered from a choice of two. Section B: One question to be answered from a choice of three.	1	25
Written assignment: Receptive and productive skills	A piece of writing, 200–300 words, in the target language carried out under teacher guidance.	2	20
Internal			25
Individual oral: Interactive skills	1. Presentation of a visual stimulus (from a choice of two) by the student 2. Follow-up questions on the visual stimulus 3. General conversation including at least two questions on the written assignment	10 minutes	25

### IV. Sample questions

- Your teacher has asked you to speak about the disadvantages of using public transport. Write the text of your speech. Mention at least three disadvantages.
- You are on holiday in a (target language) speaking country. On your personal blog you post a message about someone you have just met. In your blog entry you explain:
  - three details about this person
  - where you met
  - what you have been doing together
  - what your future plans are

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