



# Language B subject outline

First examinations 2013

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

# Nature of the subject

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

## Prior learning

Many factors determine the group 2 course that a student should take: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student's own. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

## Links to the Middle Years Programme

In the IB Middle Years Programme (MYP), the study of an additional language—language B—is compulsory and the course is designed to encourage the student to gain competence in a modern language other than their first language, with the long-term goal of balanced bilingualism. The IB acknowledges that learning additional languages greatly contributes to the holistic development of students. The MYP language B course aims to encourage the student to develop a respect for and understanding of other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

The aims of the MYP language B and the Diploma Programme group 2 courses have much in common and share the intentions of encouraging students to develop an awareness and understanding of the perspectives of people from other cultures as well as harnessing linguistic competence.

## Group 2 aims

Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course.

The aims of group 2 are to:

1. develop students' intercultural understanding
2. enable students to understand and use 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 the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

## Language B aims

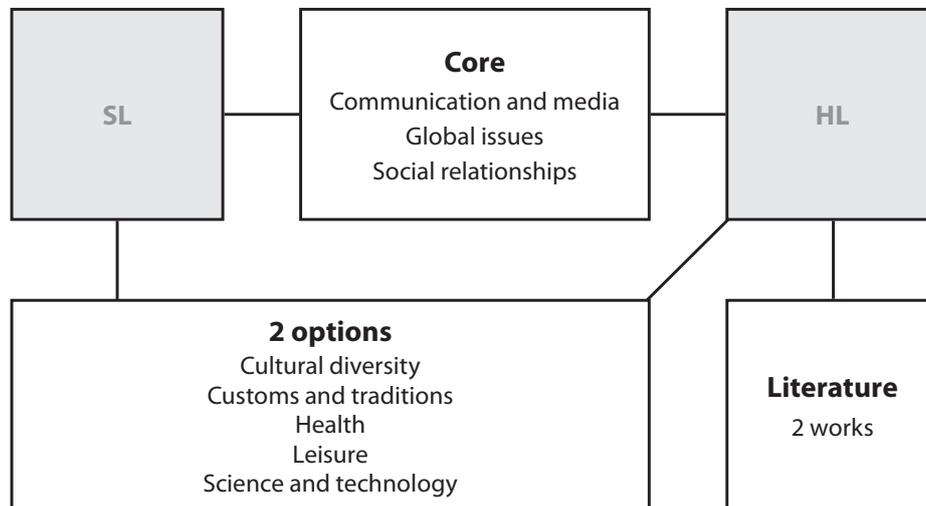
The aims of the language B course reflect those of group 2 listed above but are to be defined within the parameters of the language B syllabus. The range of contexts, purposes, language skills and texts to be taught are listed in "Syllabus content". The use of appropriate language and the breadth of intercultural understanding to be demonstrated are also defined within the syllabus content.

# 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).

# Syllabus outline



**Figure 2**  
*Language B syllabus outline*

Language 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.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, 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.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also, at HL, students read **two** works of literature.

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language B course. At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours.

# Assessment outline—SL

## First examinations 2013

| Assessment component   | Weighting  |
|--|------------|
| <b>External assessment</b>   | <b>70%</b> |
| <b>Paper 1 (1 hour 30 minutes): Receptive skills</b><br>Text-handling exercises on four written texts, based on the core.  | <b>25%</b> |
| <b>Paper 2 (1 hour 30 minutes): Written productive skills</b><br>One writing exercise of 250–400 words from a choice of five, based on the options.                                      | <b>25%</b> |
| <b>Written assignment: Receptive and written productive skills</b><br>Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core. | <b>20%</b> |
| <b>Internal assessment</b><br>Internally assessed by the teacher and externally moderated by the IB.   | <b>30%</b> |
| <b>Individual oral (8–10 minutes)</b><br>Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.                      | <b>20%</b> |
| <b>Interactive oral activity</b><br>Based on the core: Three classroom activities assessed by the teacher.   | <b>10%</b> |

# Assessment outline—HL

## First examinations 2013

| Assessment component   | Weighting  |
|--|------------|
| <b>External assessment</b>   | <b>70%</b> |
| <b>Paper 1 (1 hour 30 minutes): Receptive skills</b><br>Text-handling exercises on five written texts, based on the core.  | <b>25%</b> |
| <b>Paper 2 (1 hour 30 minutes): Written productive skills</b><br>Two compulsory writing exercises.<br><br>Section A: One task of 250–400 words, based on the options, to be selected from a choice of five.<br><br>Section B: Response of 150–250 words to a stimulus text, based on the core. | <b>25%</b> |
| <b>Written assignment: Receptive and written productive skills</b><br>Creative writing of 500–600 words plus a 150-word rationale, based on one of the literary texts read.  | <b>20%</b> |
| <b>Internal assessment</b><br>Internally assessed by the teacher and externally moderated by the IB.   | <b>30%</b> |
| <b>Individual oral (8–10 minutes)</b><br>Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.  | <b>20%</b> |
| <b>Interactive oral activity</b><br>Based on the core: Three classroom activities assessed by the teacher.   | <b>10%</b> |