

IBDP COURSE OVERVIEW (2020- 2022)

ENGLISH B (HL)

GROUP 2: LANGUAGES ACQUISITION

ENGLISH B: 240 hours

Course general description

Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

All IB programmes require the students to study, or study in, more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect.

The course in the DP language acquisition subject group shares some common aims, namely to:

- encourage students to gain competence in an additional language with the long-term goal of multilingualism.
- enable students to develop lifelong learning skills.
- encourage students to develop an awareness and understanding of the perspectives of people from other cultures.

Course aims and goals

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.

Course objectives: English B (HL)

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their 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, as appropriate to the level of the course.

The assessments objectives are:

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Syllabus Outline

The course comprises five themes and students are encouraged to develop the ability to communicate in English through the study of language, texts and the five prescribed themes: ***Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.***

Additionally, students must read **two works of literature.**

Assessment Outline

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour 15 minutes)	25%
<p>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.</p>	
Paper 2 (1 hour 45 minutes)	50%
<p>Receptive skills—separate sections for listening and reading (65 marks)</p>	
Listening comprehension (45 minutes) (25 marks)	25%
Reading comprehension (1 hour) (40 marks)	25%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	25%

IBDP ENGLISH B HL: *Assessment components*

Orientation would be conducted in the beginning of the sessions in the month of September, wherein the internal and external assessment requirements would be explained along with the subject overview and the curriculum.

- The preparation for the IB external and internal assessment is an ongoing process. Various methods like quizzes, presentations, picture description are used in the classroom to make the students well equipped with the IB assessment requirements.

- In order to prepare the students for the IA and final exams, regular formative tasks would be incorporated in the classroom, in order to make the students aware and well equipped with the assessment criterion. Tasks would include presentation, picture descriptions, writing skills, comprehending written text, comprehending audio texts.
- The Final internal assessments will be conducted in the month of March 2022.

Productive skills – WRITING (Paper 1) will be tested monthly, with ongoing assignments for practice; the assessment will be given at least once in every topic. Practice for this paper will start in September of the 1st year, and students are expected to complete practice papers every month.

Receptive skills – LISTENING AND READING (Paper 2) will be tested monthly, with ongoing assignments for practice; the assessment will be given at least once in every topic. Practice for this paper will start in September of the 1st year, and students are expected to complete practice papers every month.

Interactive skills - INDIVIDUAL ORAL- will be practised continuously, with ongoing assignments for practice; the assessment will be given at least once in every topic. Practice for this paper will start in September of the 1st year. At least one final practice will be done prior to the assessment in year 2.

TOK Links with Diploma Programme

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others. Different activities would be conducted in class to encourage the students to analyse knowledge claims and explore questions about the construction of knowledge.

Approaches to learning

The course should contribute to the development of students' approaches to learning skills

The IB approaches to learning skills are:

1. Thinking skills

2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

International mindedness

The IB course should contribute to the development of international mindedness in students.

Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the learner profile.

Resources

English B for the IB Diploma, English B Coursebook, Brad Philpot, Cambridge University Press
ISBN: 9781108434812 (paperback) ISBN: 9781108434782 (elevate edition)

Teacher

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References

- Language B Guide *First assessment 2020*, IBO 2018.