

# Language B guide

First examinations 2015



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional



# Language B guide

First examinations 2015



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

## **Diploma Programme Language B guide**

Published March 2011  
Updated September 2013

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd  
Peterson House, Malthouse Avenue, Cardiff Gate  
Cardiff, Wales CF23 8GL  
United Kingdom  
Website: [www.ibo.org](http://www.ibo.org)

© International Baccalaureate Organization 2011

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of the IB, or as expressly permitted by law or by the IB's own rules and policy. See <http://www.ibo.org/copyright>.

IB merchandise and publications can be purchased through the IB store at <http://store.ibo.org>.

Email: [sales@ibo.org](mailto:sales@ibo.org)

**International Baccalaureate, Baccalauréat International and Bachillerato Internacional**  
are registered trademarks of the International Baccalaureate Organization.

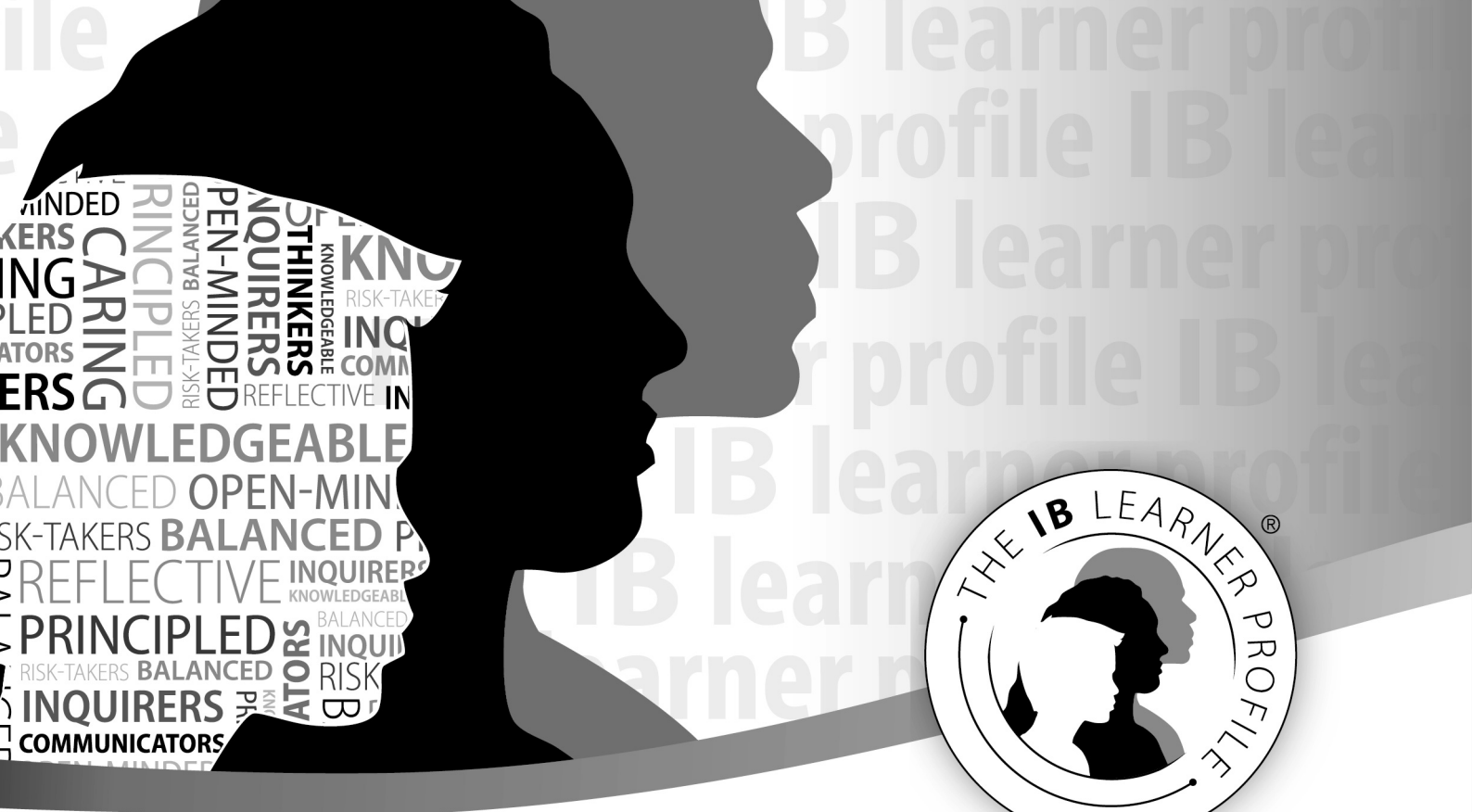


## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.







# Contents

<b>Introduction</b>	<b>1</b>
Purpose of this document	1
The Diploma Programme	2
Nature of the subject	4
Aims	9
Assessment objectives	10
Assessment objectives in practice	11
<b>Syllabus</b>	<b>13</b>
Syllabus outline	13
Approaches to the teaching of language B	14
Syllabus content	16
<b>Assessment</b>	<b>24</b>
Assessment in the Diploma Programme	24
Assessment outline—SL	26
Assessment outline—HL	27
External assessment	28
Internal assessment	50
<b>Appendices</b>	<b>66</b>
Language-specific information	66
Bibliography	71



## Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This guide can be found on the subject page of the online curriculum centre (OCC) at <http://occ.ibo.org>, a password-protected IB website designed to support IB teachers. It can also be purchased from the IB store at <http://store.ibo.org>.

## Additional resources

Additional publications such as teacher support materials, subject reports, internal assessment guidance and grade descriptors can also be found on the OCC. Specimen and past examination papers as well as markschemes can be purchased from the IB store.

Teachers are encouraged to check the OCC for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

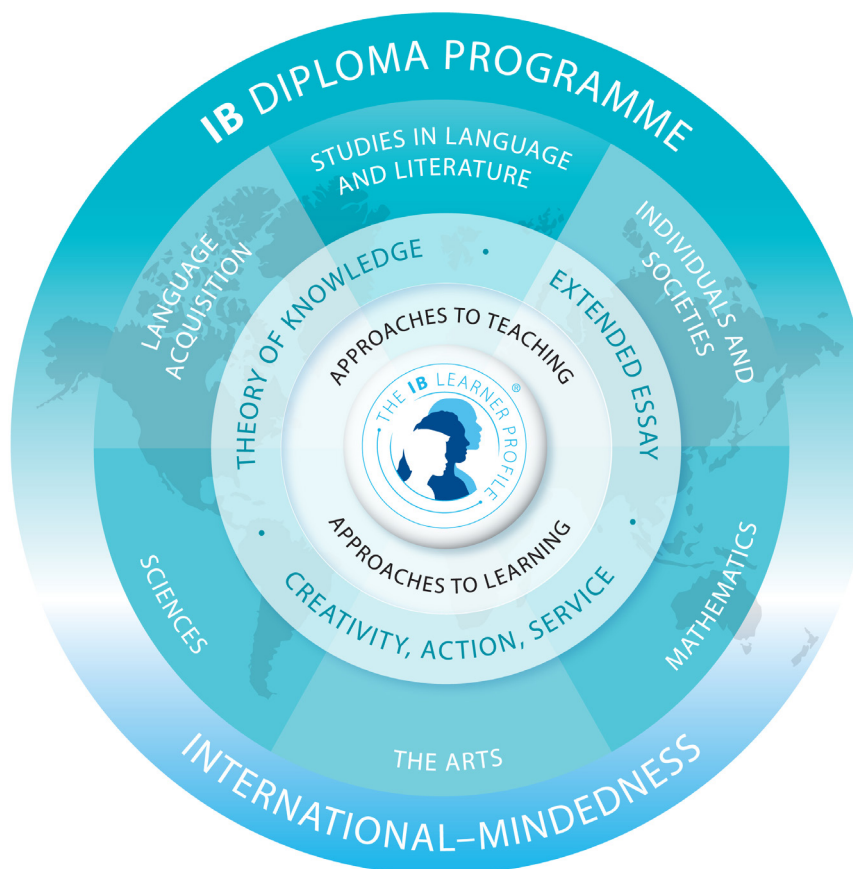
**First examinations 2015**

# The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

## The Diploma Programme hexagon

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



**Figure 1**  
*Diploma Programme model*

## Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers. The courses are available for examinations in English, French and Spanish, with the exception of groups 1 and 2 courses where examinations are in the language of study.

## The core of the hexagon

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

## The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

# Nature of the subject

## Group 2

Group 2 consists of two modern language courses—language ab initio and language B—that are offered in a number of languages, and a classical languages course that is offered in Latin and Classical Greek. Language ab initio and language B are language acquisition courses 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 group 2 courses use a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. The two modern language courses—language ab initio and language B—develop students' linguistic abilities through the development of receptive, productive and interactive skills (as defined in "Syllabus content"). The classical languages course focuses on the study of the language, literature and culture of the classical world.

It is essential that Diploma Programme coordinators and teachers ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course. Coordinators, in conjunction with teachers, are responsible for the placement of students. The most important consideration is that the course should be a challenging educational experience for the student.

## Language ab initio

The language ab initio course is organized into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus (see the *Language ab initio guide* "Syllabus content") that is used in conjunction with the guide. Language ab initio is available at SL only.

## Language B

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.

## Classical languages

The classical languages courses introduce students to the languages, literatures and cultures of ancient Greece and Rome. The courses involve the study of texts in the original language, and linguistic skills should lie at the heart of the courses. Teachers are encouraged to supplement the study with texts in translation, but the foundation remains linguistic. It is intended that through studying the classical languages in their cultural context, students will see that culture and language shape one another. At the same time, especially at HL, students are expected to appreciate a wide range of texts—and the registers within them—and to appreciate stylistic characteristics. (The aims of the classical languages courses are separate from those of group 2. For further information, refer to the *Classical languages guide*.)

## Placement of students in group 2 language courses

The following table is provided to assist teachers in placing students in an appropriate language course. Each course is described through statements explaining the learning outcomes that students who complete the course with a grade 4 or above (where grade 1 is “very poor” and grade 7 “excellent”) will be able to achieve by the **end** of the course.

Diploma Programme coordinators and teachers should ensure that, as far as possible, students are following the course that is most suited to their needs and that will provide them with an appropriate academic challenge.

When establishing assessment tasks and level descriptors, various international standards were used as a reference point.

## Group 2

Course	Receptive skills	Productive skills	Interactive skills
Language ab initio SL	<p>Understand, both aurally and in writing, simple sentences and some more complex sentences related to the three themes and related topics.</p> <p>Understand simple authentic (adapted where appropriate) written texts and questions related to them in the target language.</p>	<p>Express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures.</p> <p>Communicate orally and respond appropriately to most questions on the three prescribed themes and related topics.</p> <p>Communicate clearly, in writing, some simple information and ideas in response to a written task.</p>	<p>Understand and respond clearly to some information and ideas within the range of the three prescribed themes and related topics.</p> <p>Engage in simple conversations.</p> <p>Demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture(s) and the student's own and by providing some appropriate examples and information.</p>
Language B SL	<p>Understand straightforward recorded or spoken information on the topics studied.</p> <p>Understand authentic written texts related to the topics studied and that use mostly everyday language.</p>	<p>Communicate orally in order to explain a point of view on a designated topic.</p> <p>Describe with some detail and accuracy experiences, events and concepts.</p> <p>Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.</p>	<p>Demonstrate interaction that usually flows coherently, but with occasional limitations.</p> <p>Engage in conversations on the topics studied, as well as related ideas.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>
Language B HL	<p>Understand complex recorded or spoken information on the topics studied.</p> <p>Appreciate literary works in the target language.</p> <p>Understand complex authentic written texts related to the topics studied.</p>	<p>Communicate orally in order to explain in detail a point of view.</p> <p>Describe in detail and accurately experiences and events, as well as abstract ideas and concepts.</p> <p>Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.</p> <p>Produce clear and convincing arguments in support of a point of view.</p>	<p>Demonstrate interaction that flows coherently with a degree of fluency and spontaneity.</p> <p>Engage coherently in conversations in most situations.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>



## Distinction between SL and HL

Most language B subjects are available at SL and HL. The courses give students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) where that language is spoken. The courses aim to develop the students' linguistic competence and intercultural understanding. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours.

## 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 and theory of knowledge

In group 2 there are three modern language courses: language ab initio, language B SL and language B HL. The outcomes of each course are different, but each course is a language acquisition course that seeks to enhance intercultural understanding.

Theory of knowledge (TOK) is central to the Diploma Programme, and the relationship between TOK and group 2 is of great importance. Learning an additional language involves linguistic and metalinguistic, sociolinguistic, pragmatic and intercultural skills and competencies. Therefore, teachers are challenged to make links between TOK and group 2 courses that encourage consideration and reflection upon how these skills and competencies are acquired by the language learner and, equally, imparted by the teacher.

What follows are some questions that could be used in the language classroom to investigate the link between the four ways of knowing (reason, emotion, perception and language) and additional language acquisition.

- Do we know and learn our first language(s) in the same way as we learn additional languages?
- When we learn an additional language, do we learn more than “just” vocabulary and grammar?
- The concept of intercultural understanding means the ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and one’s own. To what extent is this definition true?
- “Those who know nothing of an additional language know nothing of their own” (Johann Wolfgang von Goethe, playwright, poet, novelist, dramatist, 1749–1832). By learning another culture are we able to enrich our own?
- We can learn grammar intuitively, without conscious thought, or formally, by stating rules. What are the strengths and weaknesses of each approach? Are these the same for learning in other areas of the curriculum?
- To what extent does membership of a group (a cultural group, a gender group or another group) affect how we come to linguistic knowledge? Are there factors to consider between individuals within a group and between groups?
- To what extent does the learning environment (the physical setting) have an impact on the way an additional language is acquired?
- If you were to learn a language from a textbook only, how would this differ from learning through interaction only?
- Do you understand the world differently when you learn another language? How (for example, time, humour, leisure)?
- How is perception encoded differently in different languages (for example, colour, orientation)? What does this tell us about the relationships between perception, culture, reality and truth?
- How are values encoded differently in different languages (for example, family, friendship, authority)?
- When, if ever, is it possible to make a perfect translation from one language into another? What might “perfect” mean in this context?
- What is the relationship between language and thought? Do you think differently in different languages? If so, does it make a practical or discernible difference to how you interpret the world?
- If mathematics is a language, it is clearly different from natural languages. In your experience, do we learn the two differently? What does your answer tell us about the nature of mathematical and linguistic knowledge?

## Language B and the international dimension

The study of an additional language in group 2 adds to the international dimension of the Diploma Programme. Within group 2, intercultural understanding is a major cohesive element of the syllabus in both language ab initio and language B. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The language B course achieves this reflection on cultural values and behaviours in different ways. The course is organized through a core and options, all of which are well suited to fostering an international perspective. The language B course seeks to develop international understanding and foster a concern for global issues, as well as to raise students’ awareness of their own responsibility at a local level. It also seeks to develop students’ intercultural awareness, which contributes to the relationship between language B and the international dimension.

# Aims

## 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:

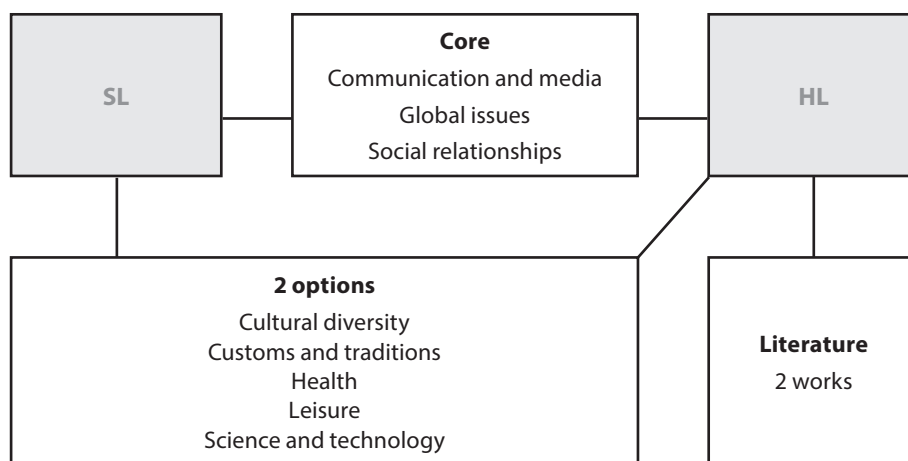
1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy 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).

# Assessment objectives in practice

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding	Paper 2	Students respond to written tasks using appropriate language, register and format.
	Written assignment	Students communicate clearly and effectively in the context of their task.
	Internal assessment	Students orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills. Students interact in classroom activities.
2. Use language appropriate to a range of interpersonal and/or cultural contexts	Paper 1	Students demonstrate an understanding of written texts.
	Paper 2	Students demonstrate the ability to understand the task and respond appropriately using a variety of text types. Students express their reaction to a statement.
	Written assignment	Students demonstrate comprehension and accurate use of structures.
	Internal assessment	Students interact with the teacher using a range of structures. Students interact in classroom activities.
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency	Paper 1	Students demonstrate an understanding of written texts.
	Paper 2	Students demonstrate the ability to use vocabulary appropriate to the topic.
	Written assignment	Students demonstrate comprehension, accuracy and pertinent vocabulary.
	Internal assessment	Students interact appropriately with the teacher on a range of topics. Students interact in classroom activities.

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
4. Organize ideas on a range of topics, in a clear, coherent and convincing manner	Paper 2	Students are able to develop a coherent and organized response.
	Written assignment	Students are able to develop a coherent response using a register appropriate to the task.
	Internal assessment	Students are able to interact appropriately.
5. Understand, analyse and respond to a range of written and spoken texts	Paper 1	Students respond appropriately to an authentic text.
	Paper 2	Students respond to the task using the appropriate conventions and register. Students express their reaction to a statement.
	Written assignment	Students demonstrate the ability to understand and respond to written texts.
	Internal assessment	Students demonstrate the ability to interact in the target language within the context of different situations.
6. Understand and use works of literature written in the target language of study (HL only)	Paper 1	Students are able to understand and interpret literary texts.
	Written assignment	Students demonstrate an understanding of literary works and are able to complete the task creatively.

# 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.

## Approaches to the teaching of language B

Teaching the language B course should be supported in ways that are consistent with the IB learner profile and the pedagogical principles that underpin the IB programmes: the promotion of critical- and creative-thinking skills, and learning how to learn.

In keeping with IB principles, teachers are strongly encouraged to design their own course of study and to teach it in a way that takes into account the particular needs and interests of the students and the school's ideals.

The following guidance is not prescriptive but is in keeping with teaching approaches that best reflect the underlying IB philosophy about language and learning. Language acquisition can be supported by teachers in the following ways.

- **Use the language for communication.** Give priority to developing a natural use of the target language that emphasizes fluency, as well as accuracy.
- **Debate meaning.** Focus on meaning—this may be when language is the tool for communication in social interactions, or when the language itself is being studied.
- **Show how form affects meaning.** Focus on form as it relates to meaning. Form includes an awareness of grammatical and textual features related to meaning. Appropriate corrective feedback relevant to learners' needs and to maintaining a balance of fluency and accuracy is important here.
- **Provide maximum exposure to the language.** Use the target language whenever possible. For example, using the target language as the medium of instruction vastly increases learners' ability to comprehend.
- **Learn phrases or "chunks".** Provide chunks of formulaic language for rote learning in the early stages of language acquisition, as well as developing competence through the understanding of language rules.
- **Encourage students to use the language actively.** Provide varied and extensive opportunities for learners to practise and work with the target language through both oral and written tasks.
- **Encourage students to interact in the target language.** Provide opportunities for interaction in the target language so that learners have practice in using authentic dialogue. Task-focused, small-group work is an effective strategy for this.
- **Introduce language appropriate to students' current level.** Ensure that the target language being taught is at a level compatible with the learners' development. In this way new learning is effectively constructed upon prior knowledge.
- **Address each student's individual needs.** Ensure that teaching takes into consideration the differences between individual learners. This includes planning and differentiation for different learning styles, motivation, aptitude and stages of learning.
- **Assess students' full range of abilities.** Ensure assessment is comprehensive. It should value and address the free production of the target language, as well as controlled production.

In addition, teachers are encouraged to focus on the following aspects when teaching language B courses.



- **Motivation**

- Motivation is a cornerstone of any learning process. When designing a course, teachers should keep in mind that it should be appealing and engaging, taking into consideration their students' age group, learning abilities, cultural backgrounds and interests.
- Motivation also promotes independent learning, enticing the student to take an active role in the learning process.

- **Linguistic corrective feedback**

Teachers should ensure that students:

- are aware and ready to receive corrective feedback
- are given enough time to absorb, process and benefit from the feedback
- receive individual feedback, adapted to the needs of each student.

Teachers might have to:

- address an error several times in order for the student to understand what is being corrected
- abandon corrective feedback if the process causes anxiety to the student.

- **Transparency and responsibility**

Teachers should ensure that:

- students are familiar with the aims, objectives, syllabus and assessment criteria
- the assessment criteria are used on a regular basis in class activities
- students take responsibility for their own language acquisition.

# Syllabus content

## Language

All the languages B offered are different in nature, and the exact range of language structures that should be taught differs between languages. These structures will depend on the language B taught, the circumstances in which the course is taught, and the students' needs. Teachers should identify the appropriate range of vocabulary, idiomatic expressions and language structures that should be included in their teaching.

As far as possible, the teaching of language structures should take place in the context of other activities, for example, oral activities or the reading of texts. However, when this approach is neither possible nor appropriate, the systematic and formal teaching of these structures could be considered. Teachers should aim to provide a typical monolingual environment where teaching is provided in the target language and learning is placed in contexts that would be familiar to speakers of that language.

## Topics

The course comprises five topics: three from the core and two chosen from the five options.

At least two aspects must be covered in each of the five topics that make up the course.

Additionally, at HL students must read two works of literature.

For example, a course could be structured as follows.

Topic	Aspects covered	
<b>Communication and media</b>	Advertising	Bias in media
<b>Global issues</b>	Global warming	Migration
<b>Social relationships</b>	Language and identity	Social structures
<b>Health</b>	Diet and nutrition	Drug abuse
<b>Science and technology</b>	Ethics and science	Impact of IT on society

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

In addition, the suggested aspects for the core and the options do not have defined delimitations—they may be interrelated and may be perceived from more than one topic's perspective. The aspects listed are neither prescriptive nor exhaustive. For example, one can approach "drug abuse" from a number of angles such as the effect of drug addiction on the addict's relationship with family members, the way in which reality TV shows address drug addiction, the funding of initiatives to raise awareness, the effect of drug abuse on one's health, athletes on performance drugs, and the use of scientific research to combat drug addiction.

## Core

There are three topics in the core.

- Communication and media
- Global issues
- Social relationships

These three topics are compulsory at SL and HL. Students are required to study at least two aspects from each core topic.

### Communication and media

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects to cover:

- advertising
- bias in media
- censorship
- internet
- mail
- press
- radio and television
- sensationalism in media
- telephone.

### Global issues

Current matters and future scenarios that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target language's culture(s).

Possible aspects to cover:

- drugs
- energy reserves
- food and water
- global warming, climate change, natural disasters
- globalization
- international economy
- migration (rural–urban, or international)
- poverty and famine
- racism, prejudice, discrimination
- the effect of man on nature
- the environment and sustainability.

## **Social relationships**

How people interrelate and behave—as members of a community, individually and in groups.

Possible aspects to cover:

- celebrations, social and religious events
- educational system
- language and cultural identity, or self-identity
- linguistic dominance
- minorities
- multilingualism
- nationalism, patriotism, fanaticism
- relationships (friendship, work, family)
- social and/or political structures
- social behaviours and stances
- taboos versus what is socially acceptable.

## **Options**

There are five topics in the options.

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

Teachers select two topics. At least two aspects must be studied from each selection.

## **Cultural diversity**

The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language.

Possible aspects to cover:

- beliefs, values and norms
- culinary heritage
- how culture is learned
- intercultural assimilation
- interlinguistic influence
- language diversity
- migration
- population diversity
- subcultures
- the concepts of human beauty
- verbal and non-verbal communication.

**Customs and traditions**

The current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Possible aspects to cover:

- celebrations, social and religious events
- dress codes, uniforms
- etiquette and protocols
- fashion
- food
- historical events
- national costumes
- the arts.

**Health**

Physical, mental and social well-being, as well as matters related to illnesses.

Possible aspects to cover:

- concepts of beauty and health
- diet and nutrition
- drug abuse
- epidemics
- health services
- hygiene
- illnesses, symptoms of good/ill health
- mental health
- physical exercise
- surgery
- traditional and alternative medicine.

**Leisure**

The variety of activities performed for enjoyment.

Possible aspects to cover:

- entertainment
- exhibitions and shows
- games
- hobbies
- recreation
- social interaction through leisure
- sports
- travelling.

## Science and technology

The relationship between science and technology, and their impact on a community of the target language.

Possible aspects to cover:

- entertainment
- ethics and science
- ethics and technology
- impact of information technology on society
- natural sciences
- renewable energy
- scientific research
- social sciences.

## Literature (HL only)

Reading literature in the target language can be an enjoyable journey into the culture(s) studied. It will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills, and contributing to intercultural understanding. Students should understand the works in some depth (see “Assessment objectives” number 6), but literary criticism as such is not an objective of the language B course at HL.

Students are required to read two works of literature originally written in the target language. These works may be from any genre, or may both be of the same genre. They do not need to be linked in any way (by author, theme, period).

When selecting the works, teachers should keep in mind that students are in the process of acquiring an additional language. Works written with a high complexity of language may not be suitable material.

## Receptive, productive and interactive skills

Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

These skills have been defined as follows by the Council of Europe (2001).

**“Receptive** activities include silent reading and following the media. They are also of importance in many forms of learning (understanding course content, consulting textbooks, works of reference and documents).

**Productive** activities have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them (judgments made of what has been submitted in writing or of fluency in speaking and delivering oral presentations).

In **interaction** at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly

respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication."

## Principles of course design

A student learning a language in an IB programme should not be merely absorbing grammatical or linguistic rules. Teachers should consider the student as a person interacting with a social environment. A student learns about a culture when studying its language. Accordingly, the language B course should give as much attention to the sociocultural components of a language as to the teaching of communicative skills and linguistic components.

### Intercultural dimension

Plurilingualism and intercultural understanding are major goals in language teaching and learning. These contribute to the development of positive attitudes and respect between peoples and cultures, which are integral to the IB philosophy.

When teaching certain aspects of a culture in an explicit manner, a teacher should be aware that certain topics and stereotypes might give the wrong idea of the target culture(s). It is better that cultural prototypes be identified, rather than stereotypes, always keeping in mind that prototypes are neither permanent nor unchangeable. Classroom activities that dismantle cultural stereotypes can be effective in negating the simplistic and misleading concepts that have often been absorbed without any analysis.

### How are we exposed to culture?

- Through symbols
- Through beliefs and superstitions
- Through the ways in which reality is classified and ordered
- Through behaviours
- Through assumptions, linked to beliefs and behaviours

Symbols, beliefs and assumptions are common to, and understood by, members of a cultural community, and are conveyed implicitly. These symbols, beliefs and assumptions may be apparent in a different cultural community, although they are likely to have other meanings. The lack of knowledge of these differences is likely to lead to cultural misinterpretations—for example, while white is the colour of mourning in some cultures, black or different colours are used in others.

### How do we break stereotypes?

Ethnocentric approaches when teaching the target culture(s) should be avoided, as these might lead the student to have negative feelings towards the target culture(s).

In classroom activities in which the student's culture(s) and the target culture(s) are analysed together, the student will be able to develop an intercultural engagement, which will encourage a realization that both cultures might be similar or different in some aspects. Developing this awareness of differences and similarities should promote attitudes of tolerance, understanding and respect, thus reflecting the IB learner profile. At the same time, this process should help students to develop a keener sense of their own cultural identity.

## Variety

Teachers should ensure that:

- students are introduced to a full range of text types appropriate to their level
- students practise the language through a range of classroom activities, as well as through a range of individual tasks
- students are given a balanced allocation of time for tasks and activities relating to the options and core topics
- students are provided with a mixture of activities in order to address and develop all the receptive, productive and interactive skills.

## Integration

Teachers should ensure that their students:

- move easily from one language skill to another (for example, a discussion after reading some news)
- consider and explore links with other areas of knowledge (including the other subject areas in the IB Diploma Programme)
- are given a broad choice of ways in which to demonstrate learning
- are involved in the selection of material to be studied
- learn language in context
- use authentic materials.

The following are possible ways of integrating various aspects of teaching language acquisition.

### Class-based activities

Most class-based activities should integrate a number of aspects of the syllabus. Examples could include:

- in small groups, collectively working out the answers to a number of questions on a text that students have read (or listened to) and then reporting back to the class
- working on a project that would require:
  - reading and listening in order to gather information
  - designing a questionnaire
  - interviewing native speakers of the language
  - reporting back to the class
  - writing documents, guides or letters in response to the information.

### Out-of-class activities

Wherever possible, students should be encouraged to practise the language with speakers of the target language, for example, through correspondence, use of email, language clubs.

In addition to encouraging the students' personal development, use of the internet can help them develop their receptive skills as well as their awareness of the culture(s) of the target language. They can be encouraged to search for information, compare various sites on a given topic, summarize the results, present them to the class and write a response by email.



## Technology in the language class

Information technology (IT) allows teachers and students access to authentic, up-to-date material and facilitates interaction between school communities and other networks in the target language. In this way, the language of study is used both inside and outside the classroom and is at the centre of the student's learning experience. IT can support custom-made language courses that are tailored to students' individual learning styles.

# Assessment in the Diploma Programme

## General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the Diploma Programme courses, a variety of resources can be found on the OCC or purchased from the IB store (<http://store.ibo.org>). Teacher support materials, subject reports, internal assessment guidance, grade descriptors, as well as resources from other teachers, can be found on the OCC. Specimen and past examination papers, as well as markschemes, can be purchased from the IB store.

## Methods of assessment

The IB uses several methods to assess work produced by students.

### Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

## **Markbands**

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level indicator.

## **Markschemes**

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

# Assessment outline—SL

## First examinations 2015

Assessment component	Weighting
<b>External assessment</b>	<b>70%</b>
<b>Paper 1 (1 hour 30 minutes): Receptive skills</b> Text-handling exercises on four written texts, based on the core.	25%
<b>Paper 2 (1 hour 30 minutes): Written productive skills</b> One writing exercise of 250–400 words from a choice of five, based on the options.	25%
<b>Written assignment: Receptive and written productive skills</b> Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core.	20%
<b>Internal assessment</b> Internally assessed by the teacher and externally moderated by the IB.	<b>30%</b>
<b>Individual oral (8–10 minutes)</b> Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
<b>Interactive oral activity</b> Based on the core: Three classroom activities assessed by the teacher.	10%

# Assessment outline—HL

## First examinations 2015

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

## External assessment

Two different methods are used to assess students.

- Detailed markschemes specific to each examination paper
- Assessment criteria

The assessment criteria are published in this guide. They are related to the assessment objectives established for the language B courses and the group 2 aims.

For paper 1, there are markschemes.

For paper 2, there are assessment criteria.

For the written assignment, there are assessment criteria.

## Written examination papers

Two examination papers are set and marked externally—paper 1 and paper 2. They are designed to allow students to demonstrate their competencies in relation to the language B assessment objectives. Paper 1 assesses receptive skills and paper 2 assesses productive skills.

## Use of dictionaries and reference material

In papers 1 and 2, the use of dictionaries and reference material **is not** permitted during the examination. Students are allowed to use dictionaries and **reference material** for the written assignment.

## Word count

**Paper 2 SL:** Students are required to write a minimum of 250 words.

**Paper 2 HL, section A:** Students are required to write a minimum of 250 words.

**Paper 2 HL, section B:** Students are required to write a minimum of 150 words.

Failure to write the minimum number of words will result in 1 mark being deducted from criterion A: language. (See the section “Language-specific information” in the appendices for information on languages that do not use the Roman alphabet.)

**Written assignment SL:** Students are required to produce a rationale of 150–200 words maximum, plus a task of 300–400 words (excluding bibliography). Work falling significantly beneath the required word count is unlikely to meet the stated requirements of the task and is therefore likely to receive low marks. If the word limit is exceeded, the assessment will be based on the rationale and the first 400 words of the task.

**Written assignment HL:** Students are required to produce a rationale of 150–250 words maximum, plus a task of 500–600 words. Work falling significantly beneath the required word count is unlikely to meet the stated requirements of the task and is therefore likely to receive low marks. If the word limit is exceeded, the assessment will be based on the rationale and the first 600 words of the task.

## Guidance and authenticity

The written assignment submitted for external assessment must be the student's own work.

However, it is not the intention that students should decide upon a title or topic and be left to work on the task without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the task. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be assessed
- the assessment criteria (students should understand that the work submitted for assessment must address these criteria effectively).

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the work is to be entirely their own.

After liaising with the student to select an appropriate subject for the assignment, the teacher can give verbal advice on a first draft of the task. This advice may help the student to identify ways in which the work could be improved but the first draft must not be annotated, edited, or corrected by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student must verify that the work is his or her authentic work and constitutes the final version of this work. Once a student has officially submitted the final version of the work to a teacher (or the Diploma Programme coordinator) for assessment it cannot be retracted.

Authenticity may be checked by discussion with the student on the content of the work, and by scrutiny of one or more of the following:

- the student's initial proposal
- the first draft of the written assignment
- the references used (the sources for SL; the literary text(s) for HL)
- the style of writing compared with work known to be that of the student.

The requirement for supervising teachers and students to authenticate the work applies to the work of all students. If either the student or the supervising teacher is unable to authenticate the work, the student will not be eligible for a mark in that component and no grade will be awarded. For further details, refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

## External assessment details—SL

### Paper 1: Receptive skills

**Duration: 1 hour 30 minutes**

**Weighting: 25%**

Paper 1 is based on the core: communication and media, global issues, social relationships.

This paper is externally set and externally assessed. It assesses, through a number of questions, the students' ability to read a range of texts. The text booklet consists of four texts. The question and answer booklet contains questions on those texts. The student's understanding of the written texts is assessed, not the student's knowledge of the topic.

All texts and questions are in the target language and all responses must be written in the target language.

The following list, which is not exhaustive, gives some text types with which students are encouraged to be familiar. These may be presented in electronic format.

- Article, column
- Blog
- Brochure, leaflet, flyer, pamphlet, advertisement
- Essay
- Interview in any form
- News report
- Report
- Review
- Set of instructions, guidelines
- Written correspondence

### Text-handling exercises

Questions assess a range of receptive skills such as understanding overall meaning, scanning texts for particular details, and understanding structural features.

These are the types of questions that may appear in paper 1.

- Gap-filling exercises based on comprehension of the text
- Identifying precise references of key phrases or structures (for example, "In line x, to whom does the word 'they' refer?")
- Identifying related ideas that are in different parts of the text
- Identifying specific content items
- Identifying true sentences according to the text
- Identifying whether an explanation or definition is true or false, and finding the evidence for this in the text
- Identifying who says what in a text or a series of short texts
- Matching summary sentences with different paragraphs of the text
- Matching words or phrases from the text with definitions
- Multiple-choice questions
- Short-answer questions



## Paper 2: Written productive skills

**Duration: 1 hour 30 minutes**

**Weighting: 25%**

Paper 2 is based on the options: cultural diversity, customs and traditions, health, leisure, science and technology.

This paper is externally set and externally assessed. It consists of five tasks requiring different types of texts. Each task is based on a different option, from which the student chooses one. The student is expected to write 250–400 words.

The aim of this component is to assess the student's ability to communicate in writing for a variety of purposes. It requires the student to demonstrate his or her productive skills. Students' factual knowledge of the options will not be tested as such, but can, and should, be used to support what the student wishes to communicate.

Each task requires an answer with a specific text type, such as a formal letter or a report. To this end, students need to identify the purpose(s) of the task in order to use register and style appropriate to the text type.

Students should:

- use language accurately and appropriately
- develop and organize ideas relevant to the task
- produce the features of the required text type correctly.

Paper 2 requires students to produce text types from the following list.

- Article
- Blog/diary entry
- Brochure, leaflet, flyer, pamphlet, advertisement
- Essay
- Interview
- Introduction to debate, speech, talk, presentation
- News report
- Official report
- Review
- Set of instructions, guidelines
- Written correspondence

## Written assignment: Receptive and written productive skills

**Weighting: 20%**

This component consists of inter-textual reading linked to the core, followed by a written task of 300–400 words and a 150–200 word rationale. It must be written during the final year of the course and is externally assessed. It is not timed and must be the student's own independent work, produced under the teacher's guidance (see below for the role of the teacher).

### Objectives

The purpose of the written assignment is to:

- deepen understanding of a chosen topic(s) from the course
- develop inter-textual receptive and productive skills
- select, use and reference source texts appropriate to the chosen task

- produce an appropriate text in the selected text type
- organize writing purposefully and coherently
- extend language skills
- demonstrate intercultural understanding through reflection on the assignment.

“Inter-textual reading” refers to the ability to read across different texts one of which may be audio/audio-visual, that may be linked by a common theme.

## Requirements

The assignment has two parts: a rationale and the task.

**The rationale:** Students must write a 150–200 word rationale introducing the assignment which must include:

- the subject investigated
- a brief description of each of the sources
- the student’s intended aim(s)
- explanation of how the student intends to achieve his or her aim(s)—choice of text types, audience, register, style and so on.

**The task:** Students produce a piece of writing that **may** be chosen from the recommended text types listed for paper 2 in this section, after discussion with the teacher as an advisor. The task should be suitable for a piece of writing no more than 400 words in length. The content must be linked to one or more of the core topics and based on the information gathered from the three (minimum) or four (maximum) sources such as articles, blogs, audio/visual materials and interviews selected by the student in consultation with the teacher.

The student should:

- address the subject presented in the rationale
- organize the information from the sources in a manner appropriate to the task
- use language appropriate to the text type and communicative purpose.

The following example is for English B:

Core topic	Focus of sources	Sources	Subject of the assignment	Text type	Title of the assignment	Rationale
Global issues	People trafficking into the UK	1. Interview with a victim of trafficking 2. Newspaper article on immigration authorities’ intervention in a border control centre 3. Brochure of a charity that helps illegal immigrants 4. News broadcast on raid by border police in Dover	Modern slavery	Interview	“Crossing the Channel”	Subject investigated: Modern slavery Brief description of the sources used. Aim: to inform the general public of the dangers of, and possible solutions to, human trafficking in the UK. How the sources were used, for example, text type chosen, register chosen (with justification)

### Formal guidelines

- The assignment should be written in the final year of the course and is not timed.
- The subject of the written assignment must be the choice of the student in consultation with the teacher, based on the three (minimum) to four (maximum) sources selected by the student.
- The task and the rationale must be in the target language and word processed.
- The assignment must be the independent work of the student (see below for the role of the teacher).
- Source texts must be relevant to the target culture, must be originally written in the target language, and must be referenced by the student.
- Students may include illustrations in support of their work where this is appropriate, however, artistic merit is not assessed. These must always be electronically embedded, not separately reproduced and physically attached. Written assignments submitted for assessment must be word processed and the electronic files must not exceed a maximum size of 2 MB, including any images.

### The role of the teacher

The assignment should be defined with the teacher's guidance to ensure that it is the student's original choice of task, that it complies with the requirements of the assignment, and that it is the student's own work.

The teacher is an advisor who guides the student through the process. The student is responsible for the entire process, but the teacher must advise on the choice of subject, the choice of source texts, and the choice of text type.

It is not the role of the teacher to correct the written assignment but the teacher can give verbal advice on a first draft of the task. This advice may help the student to identify ways in which the work could be improved but the first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

Teachers should familiarize the students with the assessment criteria.

## External assessment criteria—SL

### Overview

#### Paper 1

Markschemes are used to assess paper 1, which is worth 25% of the overall mark.

#### Paper 2

Assessment criteria are used to assess paper 2, which is worth 25% of the overall mark.

There are three assessment criteria.

Criterion A	Language	10 marks
Criterion B	Message	10 marks
Criterion C	Format	5 marks
	<b>Total</b>	<b>25 marks</b>

## Written assignment

Assessment criteria are used to assess the written assignment, which is worth 20% of the overall mark.

There are three assessment criteria.

Criterion A	Rationale and task	10 marks
Criterion B	Organization and development	6 marks
Criterion C	Language	8 marks
	<b>Total</b>	<b>24 marks</b>

## Paper 2: Written productive skills (SL)

### Criterion A: Language

- How effectively and accurately does the student use language?

**Failure to write the minimum number of words will result in a 1-mark penalty.**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is generally inadequate.</b> A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5–6	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7–8	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The message has not been communicated.</b></p> <p>The ideas are irrelevant and/or repetitive.</p> <p>The development of ideas is unclear; supporting details are very limited and/or not appropriate.</p>
3–4	<p><b>The message has barely been communicated.</b></p> <p>The ideas are sometimes irrelevant and/or repetitive.</p> <p>The development of ideas is confusing; supporting details are limited and/or not appropriate.</p>
5–6	<p><b>The message has been partially communicated.</b></p> <p>The ideas are relevant to some extent.</p> <p>The development of ideas is evident at times; supporting details are sometimes appropriate.</p>
7–8	<p><b>The message has been communicated fairly well.</b></p> <p>The ideas are mostly relevant.</p> <p>The development of ideas is coherent; supporting details are mostly appropriate.</p>
9–10	<p><b>The message has been communicated well.</b></p> <p>The ideas are relevant.</p> <p>The development of ideas is coherent and effective; supporting details are appropriate.</p>

**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<p><b>The text type is not recognizable.</b></p> <p>Conventions appropriate to the text type are not used.</p>
2	<p><b>The text type is hardly recognizable or is not appropriate.</b></p> <p>Conventions appropriate to the text type are very limited.</p>
3	<p><b>The text type is sometimes recognizable and appropriate.</b></p> <p>Conventions appropriate to the text type are limited.</p>
4	<p><b>The text type is generally recognizable and appropriate.</b></p> <p>Conventions appropriate to the text type are evident.</p>
5	<p><b>The text type is clearly recognizable and appropriate.</b></p> <p>Conventions appropriate to the text type are effective and evident.</p>

## Written assignment: Receptive and written productive skills (SL)

### Criterion A: Rationale and task

- How well does the student use the rationale and the task in order to accomplish the assignment?
  - How clearly has the task been introduced in the rationale?
  - How successfully does the task address the subject and aim(s) stated in the rationale?
  - How appropriate is the choice of the text type to the task?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The student uses the rationale and the task in a limited way and may have partially accomplished the assignment.</b></p> <p>There is little reference to the sources in the rationale.</p> <p>The student has barely explained what his or her aim(s) are.</p> <p>The subject is hardly relevant to the chosen sources and not addressed in the task.</p> <p>The chosen text type is inappropriate to the audience and aim(s) stated in the rationale.</p>
3–4	<p><b>The student uses the rationale and the task in order to accomplish the assignment to a certain extent.</b></p> <p>There is some reference to some of the sources in the rationale.</p> <p>The student has explained what his or her aims are but not how he/she intends to achieve them.</p> <p>The subject stated in the rationale is partially relevant to the chosen sources or not addressed throughout the task.</p> <p>The chosen text type is not completely appropriate to the audience and aim(s) stated in the rationale, and is applied inconsistently throughout the task.</p>
5–6	<p><b>The student uses the rationale and the task adequately in order to accomplish the assignment.</b></p> <p>All sources have been referred to but not necessarily described in the rationale.</p> <p>The student has explained what his or her aims are and how he/she intends to achieve them.</p> <p>The subject stated in the rationale is generally relevant to the chosen sources and addressed throughout the task.</p> <p>The chosen text type is not completely appropriate to the audience and purpose stated in the rationale, but is applied consistently throughout the task.</p>

Marks	Level descriptor
7–8	<p><b>The student uses the rationale and the task well in order to accomplish the assignment.</b></p> <p>All sources have been described in the rationale.</p> <p>The student has clearly explained what his or her aim(s) are and how he/she intends to achieve them.</p> <p>The subject stated in the rationale is relevant to the chosen sources and addressed throughout the task.</p> <p>The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied throughout the task.</p>
9–10	<p><b>The student uses the rationale and the task effectively in order to accomplish the assignment.</b></p> <p>All sources have been fully described in the rationale.</p> <p>The student has clearly explained what his or her aim(s) are and how he/she intends to achieve them.</p> <p>The subject stated in the rationale is focused, relevant to the chosen sources and consistently addressed throughout the task.</p> <p>The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied consistently throughout the task.</p>

### Criterion B: Organization and development

- How well are ideas organized and developed?

Note: Criterion B is applied on the task only.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The organization and development of ideas is mostly ineffective.
3–4	Ideas are organized and developed mostly effectively.
5–6	Ideas are organized and developed effectively.

### Criterion C: Language

- How appropriately and effectively does the student use language in relation to the task?

Note: Criterion C is applied on the task only.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>The use of language is mostly limited.</b> Vocabulary is limited or is generally inappropriate to the task. Simple sentence structures are rarely clear. The rhetorical devices are not used or are used inappropriately.
3–4	<b>The use of language is generally adequate.</b> Vocabulary shows range but is sometimes used inappropriately to the task. Simple sentence structures are clear but no complex structures have been attempted. There is limited use of appropriate rhetorical devices.
5–6	<b>The use of language is appropriate and is generally effective.</b> Vocabulary shows range and is mostly appropriate to the task. Simple sentence structures are clear but there are errors in complex structures. The rhetorical devices are used appropriately.
7–8	<b>The use of language is appropriate and effective.</b> Vocabulary shows good range and is consistently used appropriately to the task. Complex sentence structures are clear and effective. The rhetorical devices are varied and used effectively.

## External assessment details—HL

### Paper 1: Receptive skills

**Duration:** 1 hour 30 minutes

**Weighting:** 25%

Paper 1 is based on the core: communication and media, global issues, social relationships.

This paper is externally set and externally assessed. It assesses, through a number of questions, the students' ability to read a range of texts. The text booklet consists of five texts. The question and answer booklet contains questions on those texts. The students' understanding and interpretation of the written texts are assessed, not the students' knowledge of the topic.

Knowledge of vocabulary relevant to the topic is expected. Although the format of the paper is similar at both SL and HL, the overall reading material is longer and more complex at HL, in keeping with the aims of the language B course.

All texts and questions are in the target language and all responses must be written in the target language.

The following list, which is not exhaustive, gives some text types with which students are expected to be familiar. These may be presented in electronic format.

- Article, column
- Blog



- Brochure, leaflet, flyer, pamphlet, advertisement
- Essay
- Interview in any form
- News report
- Report
- Review
- Set of instructions, guidelines
- Short story, novel, poem
- Written correspondence

### Text-handling exercises

Questions assess a range of receptive skills such as understanding of overall meaning, scanning texts for particular details, understanding structural features (for example, cross references), functioning in context, and identifying communicative purposes. At HL the student's understanding and interpretation (but not analysis) of literature are assessed.

These are the types of questions that may appear in paper 1.

- Choosing which of a number of sentences are true according to the text
- Gap-filling exercises based on comprehension of the text
- Identifying clear inference from concepts (for example, "The text says that 60% of people think x. What does this mean with regards to the remaining 40%?")
- Identifying precise references of key phrases or structures (for example, "In line x, to whom does the word 'they' refer?")
- Identifying related ideas that are in different parts of the text
- Identifying specific content items
- Identifying whether an explanation or definition is true or false, and finding the evidence for this in the text
- Identifying who says what in a text or a series of short texts
- Justifying an interpretation by locating evidence or key phrases (for example, "Where does the author say xxx?")
- Matching summary sentences with different paragraphs of the text
- Matching words or phrases from the text with definitions
- Multiple-choice questions
- Short-answer questions

## Paper 2: Written productive skills

**Duration:** 1 hour 30 minutes

**Weighting:** 25%

Paper 2 is externally set and externally assessed. It consists of two sections.

- **Section A** (250–400 words): Based on the options—cultural diversity, customs and traditions, health, leisure, science and technology
- **Section B** (150–250 words): Based on the core—communication and media, global issues, social relationships

The aim of this component is to assess the student's ability to communicate accurately in writing for a variety of purposes. It requires the student to demonstrate his or her productive skills.

### Section A

This section of the paper consists of five tasks requiring different types of texts. Each task is based on a different option, from which the student chooses one.

Students' factual knowledge of the options will not be tested as such, but can, and should, be used to support what the student wishes to communicate.

Each task requires an answer with a specific text type, such as a formal letter or a report. To this end, students need to identify the purpose(s) of the task in order to use register and style appropriate to the text type.

Students should:

- use language accurately and appropriately
- develop and organize ideas relevant to the task
- produce the features of the required text type correctly.

Section A requires students to produce text types from the following list.

- Article
- Blog/diary entry
- Brochure, leaflet, flyer, pamphlet, advertisement
- Interview
- Introduction to debate, speech, talk, presentation
- News report
- Official report
- Proposal
- Review
- Set of instructions, guidelines
- Written correspondence

### Section B

The student writes a reasoned argument in the form of a response to a stimulus text dealing with a topic linked to the core. The text could be a news report or a comment by a public figure. The response should engage with details of the text in order to develop some coherent discussion of the topic area, which is informed by what has been learned during the study of the core. There is no prescribed answer—what is assessed is the student's ability to express his or her reflection on, or personal response to, the stimulus.

## Written assignment: Receptive and written productive skills

### Weighting: 20%

This component consists of a creative writing task of 500–600 words linked to one or two literary texts read in class and a 150–250 word rationale. It must be written during the final year of the course and is externally assessed. It is not timed and must be an independent work of the student, under the teacher's guidance (see below for the role of the teacher).

## Objectives

The purpose of the written assignment is to:

- provide the student with the chance to reflect upon and develop further understanding of one or both of the literary texts read in class
- develop their receptive and productive skills to a higher degree
- produce an appropriate text in the selected text type
- organize writing purposefully and coherently
- extend language skills
- demonstrate intercultural understanding through reflection on the assignment.

## Requirements

The written assignment has two parts: a rationale and the task.

**The rationale:** Students must write a 150–250 word rationale introducing the assignment that must include:

- a brief introduction to the literary text(s)
- an explanation of how the task is linked to the literary text(s)
- the student's intended aim(s)
- explanation of how the student intends to achieve his or her aim(s)—choice of text types, audience, register, style and so on.

**The task:** Students produce a creative piece of writing that will be based on one or two literary texts that the student has read as part of the course. The task must be 500–600 words in length. Students should effectively use a range of language appropriate to the chosen text type and aim(s) stated in the rationale. Examples of written assignments could be—writing a new ending to a novel, an interview with a character, or a diary entry by one of the characters in a story or play, a news report about an event in the story and so on.

Note: A formal (literary) essay is not an acceptable text type for the written assignment.

The student should:

- develop the ideas presented in the rationale
- use a range of language appropriate to text type and communicative purpose
- create a piece of writing that is connected to the literary text(s).

The following example is for English B:

Source	Task	Text type	Rationale
Novel <i>Of Mice and Men</i>	Curley's wife's diary entries that could have been discovered after she had been killed.	Diary entry	The rationale will offer a brief summary of the literary text, introduce the character and her actions and thoughts expressed in the story. The rationale will then share the aims of the task (Curley's wife keeping a diary as there were no other females to talk to; the entries may reveal her sense of loneliness) and introduce and justify the chosen text type/register/style/audience (diary entries written in the same style in which the character speaks in the novel).

### Formal guidelines

- The assignment must be written in the final year of the course and is not timed.
- The subject of the written assignment must be the choice of the student in consultation with the teacher.
- The task and the rationale must be in the target language and word processed.
- The assignment must be the independent work of the student (see below for the role of the teacher).
- The literary text(s) must be written originally in the target language and studied in the target language.
- Students may include illustrations in support of their work where this is appropriate; however, artistic merit is not assessed. These must always be electronically embedded, not separately reproduced and physically attached. Written assignments submitted for assessment must be word processed and the electronic files must not exceed a maximum size of 2 MB, including any images.

### The role of the teacher

The assignment should be defined with the teacher's guidance to ensure that it is the student's original choice of task, that it complies with the requirements of the assignment, and that it is the student's own work.

The teacher is an advisor who guides the student through the process. The student is responsible for the entire process, but the teacher must advise on the choice of the literary text(s) and the choice of text type.

It is not the role of the teacher to correct the written assignment. After liaising with the student to select an appropriate subject, the teacher can give verbal advice on a first draft of the task. This advice may help the student to identify ways in which the work could be improved but this first draft must not be annotated, edited, or corrected by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

Teachers should familiarize the students with the assessment criteria.

## External assessment criteria—HL

### Overview

#### Paper 1

Markschemes are used to assess paper 1, which is worth 25% of the overall mark.

#### Paper 2

Assessment criteria are used to assess paper 2, which is worth 25% of the overall mark.

#### Section A

There are three assessment criteria.

Criterion A	Language	10 marks
Criterion B	Message	10 marks
Criterion C	Format	5 marks
	<b>Total</b>	<b>25 marks</b>

**Section B**

There are two assessment criteria.

Criterion A	Language	10 marks
Criterion B	Argument	10 marks
	<b>Total</b>	<b>20 marks</b>

**Written assignment**

Assessment criteria are used to assess the written assignment, which is worth 20% of the overall mark.

There are three assessment criteria.

Criterion A	Rationale and task	10 marks
Criterion B	Organization and development	6 marks
Criterion C	Language	8 marks
	<b>Total</b>	<b>24 marks</b>

**Paper 2: Written productive skills—section A (HL)****Criterion A: Language**

- How effectively and accurately does the student use language?

**Failure to write the minimum number of words will result in a 1-mark penalty.**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The message has not been communicated.</b></p> <p>The ideas are irrelevant and/or repetitive.</p> <p>The development of ideas is confusing; supporting details are limited and/or not appropriate.</p>
3–4	<p><b>The message has been partially communicated.</b></p> <p>The ideas are relevant to some extent.</p> <p>The development of ideas is evident at times; supporting details are sometimes appropriate.</p>
5–6	<p><b>The message has been communicated fairly well.</b></p> <p>The ideas are mostly relevant.</p> <p>The development of ideas is coherent; supporting details are mostly appropriate.</p>
7–8	<p><b>The message has been communicated well.</b></p> <p>The ideas are relevant.</p> <p>The development of ideas is coherent and effective; supporting details are appropriate.</p>
9–10	<p><b>The message has been communicated very well.</b></p> <p>The ideas are relevant and effective.</p> <p>The development of ideas is coherent and thorough; supporting details are highly appropriate.</p>

**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<p><b>The text type is not recognizable.</b></p> <p>Conventions appropriate to the text type are not used.</p>
2	<p><b>The text type is hardly recognizable or is not appropriate.</b></p> <p>Conventions appropriate to the text type are very limited.</p>
3	<p><b>The text type is sometimes recognizable and appropriate.</b></p> <p>Conventions appropriate to the text type are limited.</p>
4	<p><b>The text type is generally recognizable and appropriate.</b></p> <p>Conventions appropriate to the text type are evident.</p>

Marks	Level descriptor
5	<b>The text type is clearly recognizable and appropriate.</b> Conventions appropriate to the text type are effective and evident.

## Paper 2: Written productive skills—section B (HL)

### Criterion A: Language

- How effectively and accurately does the student use language?

**Failure to write the minimum number of words will result in a 1-mark penalty.**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The development of ideas is very poor, and the argument is unclear and unconvincing.</b></p> <p>The structure of the argument is vague and confusing.</p> <p>The ideas are irrelevant.</p>
3–4	<p><b>The development of ideas is poor, and the argument is rarely clear and convincing.</b></p> <p>The structure of the argument is sometimes apparent.</p> <p>The ideas are sometimes relevant.</p>
5–6	<p><b>The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.</b></p> <p>The structure of the argument is evident.</p> <p>The ideas are generally relevant.</p>
7–8	<p><b>The development of ideas is good and methodical; the argument is clear and fairly convincing.</b></p> <p>The structure of the argument is coherent and organized.</p> <p>The ideas are well expressed and relevant.</p>
9–10	<p><b>The development of ideas is very good and methodical; the argument is convincing.</b></p> <p>The structure of the argument is consistently coherent and organized.</p> <p>The ideas are very well expressed, relevant and engaging.</p>

## Written assignment: Receptive and written productive skills (HL)

### Criterion A: Rationale and task

- How well does the student use the rationale and the task in order to accomplish the assignment?
  - How clearly has the task been introduced in the rationale?
  - How successfully does the task achieve the aim(s) stated in the rationale?
  - How appropriate is the choice of the text type to the task?

Note: "Creative piece of writing" refers to the fact that a formal (literary) essay is not an acceptable text type for the written assignment; however, artistic merit is not assessed.



Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The student uses the rationale and the task in a limited way and may have partially accomplished the assignment.</b></p> <p>There is an introduction but there is very little explanation of how the task is connected to the literary work(s).</p> <p>The student has barely explained what his or her aim(s) are.</p> <p>The task is not a creative piece of writing and is not connected to the literary work(s).</p> <p>The chosen text type is inappropriate to the audience and purpose stated in the rationale.</p>
3–4	<p><b>The student uses the rationale and the task in order to accomplish the assignment to a certain extent.</b></p> <p>The student has sometimes explained how the task is connected to the literary work(s).</p> <p>The student has explained what his or her aims are but not how he or she intends to achieve them.</p> <p>The task is creative but not connected to the literary text(s).</p> <p>The chosen text type is not completely appropriate to the audience and aim(s) stated in the rationale, and is applied inconsistently throughout the task.</p>
5–6	<p><b>The student uses the rationale and the task adequately in order to accomplish the assignment.</b></p> <p>The student has explained how the task is connected to the literary text(s).</p> <p>The student has explained what his or her aim(s) are and how he or she intends to achieve them.</p> <p>The task is creative but sometimes connected to the literary work(s).</p> <p>The chosen text type is not completely appropriate to the audience and purpose stated in the rationale, but is applied consistently throughout the task.</p>
7–8	<p><b>The student uses the rationale and the task well in order to accomplish the assignment.</b></p> <p>The student has clearly explained how the task is connected to the literary text(s).</p> <p>The student has clearly explained what his or her aims are and how he or she intends to achieve them.</p> <p>The task is a creative piece of writing and generally connected to the literary work(s).</p> <p>The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied throughout the task.</p>

Marks	Level descriptor
9–10	<p><b>The student uses the rationale and the task effectively in order to accomplish the assignment.</b></p> <p>The student has clearly and fully explained how the task is connected to the literary text(s).</p> <p>The student has clearly explained what his or her aims are and how he or she intends to achieve them.</p> <p>The task is creative piece of writing and consistently connected to the literary work(s).</p> <p>The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied consistently throughout the task.</p>

### Criterion B: Organization and development

- How effectively are ideas organized and developed?

Note: Criterion B is applied on the task only.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The organization and development of ideas is mostly ineffective.
3–4	Ideas are organized and developed mostly effectively.
5–6	Ideas are organized and developed effectively.

### Criterion C: Language

- How appropriately and effectively does the student use language in relation to the task?

Note: Criterion C is applied on the task only.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The use of language is mostly limited.</b></p> <p>Vocabulary is limited or is generally inappropriate to the task.</p> <p>Simple sentence structures are rarely clear.</p> <p>The rhetorical devices are not used, or are used inappropriately.</p>
3–4	<p><b>The use of language is generally adequate.</b></p> <p>Vocabulary shows range but is sometimes used inappropriately to the task.</p> <p>Simple sentence structures are clear but no complex structures have been attempted.</p> <p>There is limited use of appropriate rhetorical devices.</p>

Marks	Level descriptor
5–6	<b>The use of language is appropriate and is generally effective.</b> Vocabulary shows range and is mostly appropriate to the task. Simple sentence structures are clear but there are errors in complex structures. The rhetorical devices are used appropriately.
7–8	<b>The use of language is appropriate and effective.</b> Vocabulary shows good range and is consistently used appropriately to the task. Complex sentence structures are clear and effective. The rhetorical devices are varied and used effectively.

# Internal assessment

## Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate their ability in the application of interactive skills.

In language B students are required to participate in an individual oral and an interactive oral activity. This assessment is to be done during the final year of the course.

Individual oral	Linked to the options	20%
Interactive oral activity	Linked to the core	10%

The format of internal assessment is the same at SL and HL. The differences in content and level of difficulty are reflected in the objectives and assessment criteria.

## Guidance and authenticity

Students are allowed to take brief working notes (approximately 10 short points) into the interview room for reference. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the individual oral
- the assessment criteria.

For the individual oral, it is essential that students do not have prior knowledge of the visual stimulus to be presented. The presentation in part 1 must be the work of the student and it may not be written out in full and read aloud. Authenticity may be checked by scrutiny of the notes (if any) used by the student.

The requirement for teachers and students to sign the internal assessment record form for the individual oral applies to the work of all students, not just the recording that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign the form, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

## Time allocation

Internal assessment is an integral part of the language B course, contributing 30% to the final assessment in the SL and the HL courses. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the internal assessment task.

## Requirements and recommendations

The internal assessment should be conducted entirely in the target language, including the student's introduction (name, school and candidate information).

Internal assessment must not be rehearsed, since this may cause an unnatural flow of speech and will not reflect the student's ability to interact in the target language. However, it may be practised through similar activities.

## Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- Different assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level achieved by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- Only whole numbers should be recorded; partial marks, that is fractions and decimals, are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

## Internal assessment details—SL

### Individual oral

**Duration:** 8–10 minutes (plus 15 minutes of preparation)

**Weighting:** 20%

This component is based on the options: cultural diversity, customs and traditions, health, leisure, science and technology.

The individual oral is divided into two parts.

<b>Supervised preparation time</b>	The student is shown two previously unseen photographs, with a title or caption, selected by the teacher. Each photograph is related to a different option studied in class.  The student chooses one of the photographs and prepares a presentation.	15 minutes
<b>Part 1: Presentation</b>	The student describes the photograph and relates it to the option and the target culture(s).	3–4 minutes
<b>Part 2: Discussion</b>	A discussion with the teacher based on the presentation follows. Discussion based on a topic from the other option studied may be introduced if that contributes to the interaction.	5–6 minutes

### Preparation

The teacher selects from different sources photographs of scenes or situations linked to the two options studied during the course, and gives a title to each photograph that should help the student focus on the option. The student is shown one photograph per option studied and chooses the one that will be used in the presentation. The student must not see the photograph prior to the examination, and has 15 minutes in which to prepare the presentation based on the photograph, relating it to one of the two options covered in class.

The photograph should enable the student to reflect on the culture(s) studied and should stimulate discussion following the presentation. Any text in the picture should be in the target language. It is recommended that the photographs be in colour and contain plenty of graphic text. The same photograph may be used with up to five students but the title or caption should be different for each student.

When students are shown the photograph at the time of the examination, they are allowed 15 minutes' preparation time and may write working notes (approximately 10 short points). These notes should be used for reference only and must not be read aloud as a prepared speech.

An effective photograph should:

- be relevant to at least one of the options studied in class
- be culturally relevant to the target language
- allow the student to describe a scene or situation
- allow the student to offer a personal interpretation
- enable the teacher to lead the student into a wider conversation
- be relevant and of interest to the students' age group.

The presentation should last 3–4 minutes and has to be within the context of the option of study to which the photograph refers. The student must not memorize or rehearse the presentation. Teachers should avoid interrupting the flow of the presentation unless the student needs guidance.

### Discussion

Following the presentation, the teacher should discuss the subject with the student. This part should last 5–6 minutes.

The purpose of this activity is for students to demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned about the target culture(s). The discussion should:

- probe more deeply into the student's understanding of the culture(s) reflected in the material
- encourage the student to express opinions and engage in a real conversation
- lead to further understanding of the topic
- challenge the student's views in order to generate an authentic discussion
- induce a connection with the student's own culture(s), for example, pointing out similarities or differences, or comparing the same situation in both cultures.

Teachers should not limit themselves to a question and answer format but should attempt to engage the student in an authentic discussion. Questions should be open, such as "why?" and "how?" and should not require a simple "yes" or "no" answer, thus enabling the assessment of the student's interactive and receptive skills. Depending on the flow of conversation, the teacher may decide to introduce the other option studied.

### Conduct of the individual oral

- The individual oral must be scheduled during the final year of the course.
- Students should be given adequate notice of when the individual oral is to take place. The individual oral may take place in or out of the classroom.
- Recordings of the individual oral will be required for external moderation. Care should be taken to ensure that high quality recordings are sent for moderation.
- **Under no circumstances should the recording be stopped, interrupted or enhanced.**
- Procedures for the recording and sending of samples for moderation are provided each year in the *Handbook of procedures for the Diploma Programme*.
- It is essential that the teacher obtains details of the procedures from their Diploma Programme coordinator.
- The individual oral should last 8–10 minutes. The timings given for each part of the individual oral are approximate since they will depend on the flow of the discussion. The teacher is best placed to decide the appropriate moment to engage in the discussion. However, it is imperative that the discussion does take place.
- The teacher is encouraged to interact with the student but should avoid dominating the oral.

### The teacher's role in conducting and assessing the individual oral

- The teacher must be aware that the purpose of the individual oral is to assess the student's ability to produce, receive and interact in the spoken language.
- It is important that the teacher has a thorough knowledge of the assessment criteria.
- The type of questions asked should be adapted to the student's ability.
- **If a student fails to answer, it is acceptable for the teacher to repeat and/or rephrase the question.**

- The teacher should avoid correcting the student.
- The teacher should allow sufficient time for the student to respond to questions.

## Interactive oral activity

**Weighting: 10%**

This component is based on the core: communication and media, global issues, social relationships.

Three interactive activities will be carried out in the classroom during the course and assessed by the teacher. One of these must be based on a listening activity. The highest of the three marks will be submitted as the final mark for the interactive oral. Where there is only one student in the class, these activities should be carried out with the teacher.

Audio recordings of the interactive orals are not required.

Interactive oral activities should be developed from a range of material in the target language (for example, films, television programmes, advertisements, music videos and written texts) related to the culture(s) studied. Depending on the activity, material may be selected by the teacher or students or both.

The following are some examples of a whole-class activity for the interactive oral.

- A debate on a particular issue in a film watched in class
- A class discussion after listening to a piece of news on the radio
- A debate on a particular issue related to the target language or culture(s)
- A presentation of a particular topic followed by a whole-class discussion
- A discussion on a video or audio recording of a play or scenes from a play

The following are some examples of group or pair activities.

- A discussion of an article or news item
- A role play that may involve some element of decision-making or problem-solving
- An interpretation of a silent film
- A discussion on the possible conclusion of a film or television programme
- An exchange of information based on a variety of written and visual stimuli (for example, charts, timetables, photographs, surveys, street plans or maps, diary items, advertisements)
- A role-play interview between a character from a work of fiction and a student

The following are suggestions of recorded material, preferably authentic, that could be used for the interactive oral activities.

- Announcements
- Broadcast news and entertainment
- Debates and discussions
- Dialogues and conversations
- Instructions
- Podcasts and other electronic media
- Songs
- Speeches, lectures, presentations



During these activities, teachers should ensure that a balance of speaking and listening takes place so that both interactive skills can be assessed.

## Internal assessment criteria—SL

### Overview

Internal assessment is worth 30% of the overall mark.

### Individual oral

Assessment criteria are used to assess the individual oral, which is awarded a total of 20 marks.

There are two assessment criteria.

Criterion A	Productive skills	10 marks
Criterion B	Interactive and receptive skills	10 marks
	<b>Total</b>	<b>20 marks</b>

### Interactive oral activity

Assessment criteria are used to assess the interactive oral activity, which is awarded a total of 10 marks.

There are two assessment criteria.

Criterion A	Productive skills	5 marks
Criterion B	Interactive and receptive skills	5 marks
	<b>Total</b>	<b>10 marks</b>

### Individual oral (SL)

#### Criterion A: Productive skills

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language used?
- How much does the student's intonation aid communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>Command of spoken language is very limited.</b></p> <p>The production of language is very hesitant and hardly comprehensible.</p> <p>Language is often incorrect and/or very limited.</p> <p>Intonation interferes seriously with communication.</p>

Marks	Level descriptor
3–4	<b>Command of spoken language is limited.</b> The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation sometimes interferes with communication.
5–6	<b>Command of spoken language is fairly good.</b> The production of language is comprehensible and fluent at times. Language is sometimes correct, with some idiomatic expressions. Intonation does not interfere with communication.
7–8	<b>Command of spoken language is good.</b> The production of language is mostly fluent. Language is generally correct, varied and articulate. Intonation contributes to communication.
9–10	<b>Command of spoken language is very good.</b> The production of language is fluent. Language is correct, varied and articulate; errors do not interfere with message. Intonation enhances communication.

### Criterion B: Interactive and receptive skills

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express simple and complex ideas?
- How well can the student maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Simple ideas are understood with great difficulty and interaction is very limited.</b> Simple ideas and opinions are presented incoherently. The conversation is disjointed.
3–4	<b>Simple ideas are understood with difficulty and interaction is limited.</b> Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.
5–6	<b>Simple ideas are understood fairly well and interaction is acceptable.</b> Simple ideas and opinions are generally presented clearly. The conversation flows coherently at times but with some lapses.

Marks	Level descriptor
7–8	<p><b>Simple ideas are understood well and interaction is good.</b></p> <p>Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas.</p> <p>The conversation generally flows coherently.</p>
9–10	<p><b>Complex ideas are understood well and interaction is good.</b></p> <p>Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.</p> <p>The conversation flows coherently.</p>

## Interactive oral activity (SL)

### Criterion A: Productive skills

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language?
- How much does the student's intonation aid communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<p><b>Command of spoken language is very limited.</b></p> <p>The production of language is very hesitant and hardly comprehensible.</p> <p>Language is often incorrect and/or very limited.</p> <p>Intonation interferes seriously with communication.</p>
2	<p><b>Command of spoken language is limited.</b></p> <p>The production of language is hesitant and not always comprehensible.</p> <p>Language is often incorrect and/or limited.</p> <p>Intonation sometimes interferes with communication.</p>
3	<p><b>Command of spoken language is fairly good.</b></p> <p>The production of language is comprehensible and fluent at times.</p> <p>Language is sometimes correct, with some idiomatic expressions.</p> <p>Intonation does not interfere seriously with communication.</p>
4	<p><b>Command of spoken language is good.</b></p> <p>The production of language is mostly fluent.</p> <p>Language is generally correct, varied and articulate.</p> <p>Intonation contributes to communication.</p>

Marks	Level descriptor
5	<p><b>Command of spoken language is very good.</b></p> <p>The production of language is fluent.</p> <p>Language is correct, varied and articulate; errors do not interfere with message.</p> <p>Intonation enhances communication.</p>

### Criterion B: Interactive and receptive skills

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express ideas and opinions?
- How well can the student maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<p><b>Simple ideas are understood with great difficulty and interaction is very limited.</b></p> <p>Simple ideas and opinions are presented incoherently.</p> <p>The conversation is disjointed.</p>
2	<p><b>Simple ideas are understood with difficulty and interaction is limited.</b></p> <p>Simple ideas and opinions are presented with difficulty, sometimes incoherently.</p> <p>The conversation does not flow coherently.</p>
3	<p><b>Simple ideas are understood fairly well and interaction is adequate.</b></p> <p>Simple ideas and opinions are generally presented clearly.</p> <p>The conversation flows coherently at times but with some lapses.</p>
4	<p><b>Simple ideas are understood well and interaction is good.</b></p> <p>Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas.</p> <p>The conversation generally flows coherently.</p>
5	<p><b>Complex ideas are understood well and interaction is very good.</b></p> <p>Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.</p> <p>The conversation flows coherently.</p>

## Internal assessment details—HL

### Individual oral

**Duration: 8–10 minutes (plus 15 minutes of preparation)**

**Weighting: 20%**

This component is based on the options: cultural diversity, customs and traditions, health, leisure, science and technology.

The individual oral is divided into two parts.

<b>Supervised preparation time</b>	The student receives a previously unseen photograph, with a title or caption, selected by the teacher. The photograph is related to one of the options studied.  The student prepares a presentation.	15 minutes
<b>Part 1: Presentation</b>	The student describes the photograph and relates it to the option and the target culture(s).	3–4 minutes
<b>Part 2: Discussion</b>	A discussion with the teacher based on the presentation follows. Discussion based on a topic from the other option studied may be introduced if that contributes to the interaction.	5–6 minutes

### Preparation

The teacher selects from different sources photographs of scenes or situations linked to the two options studied during the course, and gives a title to each photograph that should help the student focus on the option. The student must not see the photograph selected by the teacher prior to the examination, and has 15 minutes in which to prepare the presentation based on the photograph, relating it to one of the two options covered in class.

The photograph should enable the student to reflect on the culture(s) studied and should stimulate discussion following the presentation. Any text in the picture should be in the target language. It is recommended that the photographs be in colour and contain plenty of graphic text. The same photograph may be used with up to five students but the title or caption should be different for each student.

When students are shown the photograph at the time of the examination, they are allowed 15 minutes' preparation time and may write working notes (approximately 10 short points). These notes should be used for reference only and must not be read aloud as a prepared speech.

An effective photograph should:

- be relevant to at least one of the options studied in class
- be culturally relevant to the target language
- allow the student to describe a scene or situation
- allow the student to offer a personal interpretation
- enable the teacher to lead the student into a wider conversation
- be relevant and of interest to the students' age group.

The presentation should last 3–4 minutes and has to be within the context of the option of study to which the photograph refers. The student must not memorize or rehearse the presentation. Teachers should avoid interrupting the flow of the presentation unless the student needs guidance.

### Discussion

Following the presentation, the teacher should discuss the subject with the student. This part should last 5–6 minutes.

The purpose of this activity is for students to demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned about the target culture(s). The discussion should:

- probe more deeply into the student's understanding of the culture(s) reflected in the material
- encourage the student to express opinions and engage in a real conversation
- lead to further understanding of the topic
- challenge the student's views in order to generate an authentic discussion
- induce a connection with the student's own culture(s), for example, pointing out similarities or differences, or comparing the same situation in both cultures.

Teachers should not limit themselves to a question and answer format but should attempt to engage in an authentic discussion. Questions should be open, such as "why?" and "how?" and should not require a simple "yes" or "no" answer, thus enabling the assessment of the student's interactive and receptive skills. Depending on the flow of conversation, the teacher may decide to introduce the other option studied.

### **Conduct of the individual oral**

- The individual oral must be scheduled during the final year of the course.
- Students should be given adequate notice of when the individual oral is to take place. The individual oral may take place in or out of the classroom.
- Recordings of the individual oral will be required for external moderation. Care should be taken to ensure that high quality recordings are sent for moderation.
- Under no circumstances should the recording be stopped, interrupted or enhanced.
- Procedures for the recording and sending of samples for moderation are provided each year in the *Handbook of procedures for the Diploma Programme*.
- It is essential that the teacher obtains the procedures from their Diploma Programme coordinator.
- The individual oral should last 8–10 minutes. The timings given for each part of the individual oral are approximate since they will depend on the flow of the discussion. The teacher is best placed to decide the appropriate moment to engage in the discussion. However, it is imperative that the discussion does take place.
- The teacher is encouraged to interact with the student but should avoid dominating the oral.

### **The teacher's role in conducting and assessing the individual oral**

- The teacher must be aware that the purpose of the individual oral is to assess the student's ability to produce, receive and interact in the spoken language.
- It is important that the teacher has a thorough knowledge of the assessment criteria.
- The type of questions asked should be adapted to the student's ability.
- If a student fails to answer, it is acceptable for the teacher to repeat and/or rephrase the question.
- The teacher should avoid correcting the student.
- The teacher should allow sufficient time for the student to respond to questions.

## **Interactive oral activity**

**Weighting: 10%**

This component is based on the core: communication and media, global issues, social relationships.

Three interactive activities will be carried out in the classroom during the course and assessed by the teacher. One of these must be based on a listening activity. The highest of the three marks will be submitted as the final mark for the interactive oral. Where there is only one student in the class, these activities should be carried out with the teacher.

Audio recordings of the interactive orals are not required.

Interactive oral activities should be developed from a range of material in the target language (for example, films, television programmes, advertisements, music videos and written texts) related to the culture(s) studied. Depending on the activity, material may be selected by the teacher or students or both.

The following are some examples of whole-class activities for the interactive oral.

- A debate on a particular issue in a film watched in class
- A class discussion after listening to a piece of news on the radio
- A debate on a particular issue related to the target language or culture(s)
- A presentation of a particular topic followed by a whole-class discussion
- A discussion on a video or audio recording of a play or scenes from a play

The following are some examples of group or pair activities.

- A discussion of an article or news item
- A role play that may involve some element of decision-making or problem-solving
- An interpretation of a silent film
- A discussion on the possible conclusion of a film or television programme
- An exchange of information based on a variety of written and visual stimuli (for example, charts, timetables, photographs, surveys, street plans or maps, diary items, advertisements)
- A role-play interview between a character from a work of fiction and a student

The following are suggestions of recorded material, preferably authentic, that could be used for the interactive orals.

- Announcements
- Broadcast news and entertainment
- Debates and discussions
- Dialogues and conversations
- Instructions
- Podcasts and other electronic media
- Songs
- Speeches, lectures, presentations

During these activities, teachers should ensure that a balance of speaking and listening is taking place so that both interactive skills can be assessed.

## Internal assessment criteria—HL

### Overview

Internal assessment is worth 30% of the overall mark.

### Individual oral

Assessment criteria are used to assess the individual oral, which is awarded a total of 20 marks.

There are two assessment criteria.

Criterion A	Productive skills	10 marks
Criterion B	Interactive and receptive skills	10 marks
	<b>Total</b>	<b>20 marks</b>

### Interactive oral activity

Assessment criteria are used to assess the interactive oral activity, which is awarded a total of 10 marks.

There are two assessment criteria.

Criterion A	Productive skills	5 marks
Criterion B	Interactive and receptive skills	5 marks
	<b>Total</b>	<b>10 marks</b>

### Individual oral (HL)

#### Criterion A: Productive skills

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language used?
- How much does the student's intonation aid communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of spoken language is limited.</b> The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation interferes with communication.
3–4	<b>Command of spoken language is fairly good.</b> The production of language is comprehensible and fluent at times. Language is sometimes correct, with some idiomatic expressions. Intonation does not interfere seriously with communication.



Marks	Level descriptor
5–6	<b>Command of spoken language is good.</b> The production of language is mostly fluent. Language is generally correct, varied and idiomatic. Intonation contributes to communication.
7–8	<b>Command of spoken language is very good.</b> The production of language is fluent, with a touch of authenticity. Language is accurate. Intonation enhances communication.
9–10	<b>Command of spoken language is excellent.</b> The production of language is fluent and generally authentic. Language is varied and idiomatic. Intonation enhances communication.

### Criterion B: Interactive and receptive skills

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express simple and complex ideas?
- How well can the student maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Simple ideas are understood with difficulty and interaction is limited.</b> Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.
3–4	<b>Simple ideas are understood fairly well and interaction is acceptable.</b> Simple ideas and opinions are generally presented clearly. The conversation flows coherently at times but with some lapses.
5–6	<b>Simple ideas are understood well and interaction is good.</b> Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas. The conversation generally flows coherently.
7–8	<b>Complex ideas are understood well and interaction is very good.</b> Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively. The conversation flows coherently.

9–10	<p><b>Complex ideas are understood very well and interaction is excellent.</b></p> <p>Complex ideas and opinions are presented clearly, coherently and effectively.</p> <p>The conversation flows coherently in a natural manner.</p>
------	---

## Interactive oral activity (HL)

### Criterion A: Productive skills

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language?
- How much does the student's intonation aid communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<p><b>Command of spoken language is limited.</b></p> <p>The production of language is hesitant and not always comprehensible.</p> <p>Language is often incorrect and/or limited.</p> <p>Intonation interferes with communication.</p>
2	<p><b>Command of spoken language is fairly good.</b></p> <p>The production of language is comprehensible and fluent at times.</p> <p>Language is sometimes correct, with some idiomatic expressions.</p> <p>Intonation does not interfere seriously with communication.</p>
3	<p><b>Command of spoken language is good.</b></p> <p>The production of language is mostly fluent.</p> <p>Language is generally correct, varied and idiomatic.</p> <p>Intonation contributes to communication.</p>
4	<p><b>Command of spoken language is very good.</b></p> <p>The production of language is fluent, with a touch of authenticity.</p> <p>Language is accurate.</p> <p>Intonation enhances communication.</p>
5	<p><b>Command of spoken language is excellent.</b></p> <p>The production of language is fluent and generally authentic.</p> <p>Language is varied and idiomatic.</p> <p>Intonation enhances communication.</p>

## Criterion B: Interactive and receptive skills

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express ideas and opinions?
- How well can the student maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<b>Simple ideas are understood with difficulty and interaction is limited.</b> Simple ideas and opinions are presented with difficulty, sometimes incoherently. The conversation does not flow coherently.
2	<b>Simple ideas are understood fairly well and interaction is adequate.</b> Simple ideas and opinions are generally presented clearly. The conversation flows coherently at times but with some lapses.
3	<b>Simple ideas are understood well and interaction is good.</b> Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas. The conversation generally flows coherently.
4	<b>Complex ideas are understood well and interaction is very good.</b> Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively. The conversation flows coherently.
5	<b>Complex ideas are understood very well and interaction is excellent.</b> Complex ideas and opinions are presented clearly, coherently and effectively. The conversation flows coherently in a natural manner.

## Language-specific information

### Introduction

The purpose of this appendix to the *Language B guide* is to clarify a number of language-specific issues that are not covered in the guide.

This appendix contains supplementary information for **only those languages B where clarification is required**. Therefore, not all languages are covered.

For general information on the syllabus, assessment and assessment criteria for all languages B please refer to the relevant sections in the guide.

### Afrikaans B

Teachers should be aware that a degree of flexibility is allowed in the spoken form of Afrikaans. The students should be allowed to celebrate the varieties of Afrikaans that are currently being used. Therefore, for the internal assessment (oral component), regional variations will be acceptable provided that the context is appropriate. Nevertheless, it is important to note that the target “audience” will still determine the formality of register.

Teachers are advised to avoid textbooks that present South African social groups in an outmoded and stereotypical way.

### Arabic B

#### Internal assessment

Students are encouraged to use Modern Standard Arabic in the internal assessment component for Arabic B. However, because of the different dialects that exist students are allowed to use a simplified variety of the standard, which adopts a vocabulary repertoire that is largely common to Standard Arabic, together with the dialect variety with which they are most familiar. Therefore, in their attempt to complete the oral tasks in Modern Standard Arabic, students should not be penalized for what might be regarded as less than perfect grammatical accuracy. For example, deviating from standard pronunciation, standard negation rules or standard rules for case endings should not negatively affect the assessment of students’ overall performance.

#### Written production

In paper 2 and the written assignment, written production should be in Modern Standard Arabic, although lexical variations from different dialects will be accepted.

#### Paper 1

Texts included in paper 1 will not be vowelized.

## Bengali B

### Internal assessment

Students may use slightly deviated expressions used in a wider region of the language spoken. Specific words and expressions used in smaller regions, which are not a deviation from the standard language, should not be allowed. Students should not be penalized for using English words that are widely accepted in Bengali.

### Written production

In paper 2 and the written assignment, written production should be in Standard Bengali. Mixing of formal verbs and spoken verbs should be avoided. Simplified spellings introduced by the Bangladesh School Text Book Board, especially for writing combined letters and in the use of long and short vowels, should be accepted.

## Cantonese B and Mandarin B

Both Cantonese B and Mandarin B examination papers are produced in traditional and simplified characters. Students can answer in either form.

Although consistency in the use of characters is expected, examiners understand that some students may have been taught both types and that, as a consequence, some confusion may arise. Students will not be penalized for lapses in consistency.

## Dutch B

A revised orthography in Dutch came into force in 1997. Details can be found in the publication: *Woordenlijst Nederlandse taal* published in 1997 by Sdu Uitgevers, Den Haag & Standard Uitgeverij, Antwerpen.

Teachers are expected to teach the new spelling and should note that all examination papers will be produced in the revised orthography.

Please note that paper 1 may include texts written in the former orthography (depending on their date of publication).

In paper 2, students should use the new orthography.

## German B

The governments of Germany, Austria and Switzerland introduced a revised orthography, which came into force from 1 August 2005. More details can be found in the publication: *Duden Informationen zur neuen Rechtschreibung*, second edition, Dudenverlag, 1996.

Teachers should note that in paper 1 some texts, depending on their date of publication, may contain the old orthography. It is essential that students be prepared for examination through exposure to a wide variety of texts that use both the old and the revised orthography.

In paper 2, students should use the new orthography.

## Hebrew B

Partial vowelising will be used in all Hebrew B examination papers. The following will be vowelized.

1. Each *vav* (ו) when appearing as a vowel (י) or (וי)
2. The letters with פ פּ בּ a *dagesh line* and *dagesh forte*
3. Words that can be read in more than one way הזרים הזרים
4. Words that are often mispronounced in modern spoken Hebrew נראה יתרון
5. *Tzere* (X) when followed by a *yod* (י) נהנית ריקנת
6. *Segol* (X) or *kamatz* (X) before the letter ה at the end of a word מדומה, קרובה
7. Non-Hebrew words commonly used in Hebrew פורפורה

Full spelling will be used according to the regulations of the Academy of the Hebrew Language, and include the words אומנם, תוכנית, אומן

*Shva immobile* (שווא נח) and full *hirik* (X) will not be marked.

## Indonesian B

The forms of Indonesian that students are expected to know need to stay relatively faithful to *Bahasa Baku*. However, students also need to be aware of the differences between written and spoken Indonesian and, in particular, of the increasing use of new forms of the language in spoken situations in the mass media.

Teachers are not expected to change from teaching *Bahasa Indonesia* to *Bahasa Jakarta*; however, it is important to try to make students aware that non-officially sanctioned forms of the language are extremely widespread and that these forms are to be found far more widely than Jakarta alone.

It is essential to open students' minds to these differences to avoid the very real danger that students will only be able to communicate in a one-way direction. For this reason it is strongly recommended that students are exposed to a wide range of listening materials including songs, especially pop songs, and Indonesian video tapes. It is also strongly recommended that students have access to popular Indonesian magazines such as *Femina*, *Kartini*, *Sarinah*, *Gadis*, *Mode*, *Hai*, *Matra* as well as to news publications such as *Gatra*.

Teachers may wish to refer to: Johns, Y. 1996. *Bahasa Indonesia, Book 3, Langkah Baru: A New Approach—Bertutur dan Bertukar Pikiran*. Jannali, Australia. A.S. Wilson Inc (publisher). ISBN 064627287X.

## Japanese B

The IB publishes a list of *kanji* required for the Japanese B course. This is available to purchase from the IB online store and to download from the online curriculum centre (OCC).

There are 600 *kanji* listed for HL and 400 for SL, which students should be able to recognize and understand by the end of the course. In terms of the students' own production of Japanese, the list is not prescriptive, although it is expected that they will use a range of appropriate *kanji* in their writing.

Further information is given in the introduction to the IB document: *List of kanji characters for Japanese B*.

## Norwegian B

Bokmål is usually the variety of Norwegian taught as a foreign language and has therefore been chosen as the main language for Norwegian B. Nevertheless, the language B course is based on authentic material and should reflect the diversity of the language.

For this reason paper 1 will include mostly texts in Bokmål, but one text in each paper will be in Nynorsk. This reflects the proportion of Nynorsk compulsory on Norwegian television. Questions set on the Nynorsk text will not test any of the specificities of the Nynorsk language; rather they will test the general comprehension of the text.

Students may respond both orally and in writing in either Bokmål or Nynorsk, thus enabling them to use the language with which they are most familiar. However, students will have to be consistent in their use of the language.

## Portuguese B

In order to unify the orthography used by Portuguese-speaking countries (Portugal, Brazil, Angola, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe, Democratic Republic of Timor-Leste, Macau), a revised Portuguese orthography came into force in 2008. During a transition period that began in 2009, both orthographical forms are accepted.

Teachers should teach the new spelling and students are advised to use the new orthography in paper 2.

It is important to note that, depending on their date of publication, texts in paper 1 may be written in the old or in the revised orthography. Therefore, it is essential for the students' good performance to be exposed to both during examination preparation.

Although consistency in the use of the new orthography is expected, during the transition period students will not be penalized for lapses in consistency.

## Urdu B

### Internal assessment

Because Urdu is spoken throughout the Indian sub-continent there are some varieties in dialect. Students may use the variety that they are most familiar with and should not be penalized for doing so, provided that understanding and communication is not impeded in the performance of the oral tasks.

### Written production

In paper 2 and the written assignment, students must use Urdu script. Changes have been introduced by the language authority of Pakistan, Muqtadra Qaumi Zaban (Islamabad) and Taraqqi-e-Urdu Bureau (New Delhi). Traditional orthography or the reformed orthographic writing system will be accepted.

## Languages spoken in more than one country

In the case of languages spoken in more than one country (such as English, Spanish, French, Swedish, Portuguese), students should be exposed to a range of varieties wherever possible.

### **Paper 1**

Paper 1 will aim to include texts representing the geographical spread of languages spoken in more than one country.

### **Oral component and written production**

In the internal assessment (oral component), paper 2 and written assignment (written production) students may use the variety of the language with which they are most familiar. However, they should be consistent in their use of the language.



# Bibliography

This bibliography lists the principal works used to inform the curriculum review. It is not an exhaustive list and does not include all the literature available: judicious selection was made in order to better advise and guide teachers. This bibliography is not a list of recommended textbooks.

Alderson, JC. 2000. *Assessing Reading*. Cambridge, UK. Cambridge University Press.

Bachman, LF and Palmer, AS. 1996. *Language Testing in Practice*. Oxford, UK. Oxford University Press.

Brown, JD. 2002. *Criterion-referenced Language Testing*. Cambridge, UK. Cambridge University Press.

Buck, G. 2001. *Assessing Listening*. Cambridge, UK. Cambridge University Press.

Canale, M and Swain, M. 1980. "Theoretical bases of communicative approaches to second language teaching and testing". *Applied Linguistics*. Vol 1. Pp 1–47.

Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge, UK. Cambridge University Press.

Cushing Weigle, S. 2002. *Assessing Writing*. Cambridge, UK. Cambridge University Press.

Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford, UK. Oxford University Press.

Ellis, R. 2005. "Principles of instructed language learning". *Asian EFL Journal*. Vol 7, number 3.

Hall, G. 2005. *Literature in Language Education*. New York, USA. Palgrave Macmillan.

Instituto Cervantes. 2006. *Plan curricular del Instituto Cervantes*. Madrid, Spain. Biblioteca nueva.

Khalifa, H and Weir, CJ. 2009. *Examining Reading*. Cambridge, UK. Cambridge University Press.

Lightbown, P and Spada, N. 2006. *How Languages are Learned*. Oxford, UK. Oxford University Press.

Luoma, S. 2000. *Assessing Speaking*. Cambridge, UK. Cambridge University Press.

Miquel, L. 2005. "La subcompetencia sociocultural". In I Santos Gargallo and J Sánchez Lobato, *Vademécum para la formación de profesores*. Madrid, Spain. SGEL. Pp 511–32.

Purpura, JE. 2004. *Assessing Grammar*. Cambridge, UK. Cambridge University Press.

Read, J. 2000. *Assessing Vocabulary*. Cambridge, UK. Cambridge University Press.

Scarino, A and Liddicoat, A. 2009. *Teaching and Learning Languages. A Guide*. Melbourne, Australia. Melbourne Curriculum Corporation of Australia.

Shaw, SD and Weir, CJ. 2007. *Examining Reading*. Cambridge, UK. Cambridge University Press.