



Katedralsskolan Skara IB Diploma Programme



Language B SL/HL

General course description

Language B is about language acquisition and development of language skills. The course requires previous knowledge of the target language. For HL the previous knowledge has to be rather substantial. The course material has to be related to the culture(s) concerned and consists of a wide range of different material and text types, e.g. spoken interviews, literary texts, films, newspaper articles, blogs or other web pages etc. The student should also develop awareness of the relationship between the languages and cultures with which they are familiar. The students are encouraged to reflect upon the role of language in relation to other areas of knowledge in connection with the topics studies within the TOK.

What is assessed though, is always the student's language skills and never factual knowledge about the issues studied. Intercultural understanding and international mindedness are vital parts of the course design. Thus, when choosing texts and other course material these aspects are always taken into consideration. Another important basis for all the classroom and individual activities is the values of the Mission Statement. In everything we do we encourage our students to embrace the values expressed by the IB Learner Profile. The students need to be open-minded, risk-taking and reflecting communicators to dare to use a foreign language. Conceptual awareness is also an important part as well as international-mindedness. The reward is the joy they experience when successfully mastering the language.

Themes:

All the *Prescribed Themes* are covered within the course. In addition *Recommended Topics* is a part of what is brought up within the course.

Methods

Within the classroom when teaching is in action, we work with a great variety of methods and procedures. We try to involve our students as much as possible, but we make sure that we aim towards the goals set by the IBO. Many of the exercises are preparations for the exam procedures to make the students familiar with the requirements and the circumstances of the exams. We emphasize the importance of a good vocabulary by encouraging and making our students keep up the word development process at a reasonable and effective level. One could say that "building the language" is one part and "preparing and developing the requirements and skills within the course outline" is the other and they constantly go together.

Orally we work with debates, presentations, discussions, interviews, speeches. As inspiration the students use texts out of different written text types, for HL including whole literary works, films, radio programs, news programs, podcasts, photos and pictures such as works of art etc. These stimuli



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texts and media products always refer to either one of the options or one of the core topics depending on what our aim is at the moment. This is also the case for the written production, when for example a debate from YouTube could be used to initialize the “personal response” practice for HL.

In Language B there are plenty of possibilities to work with the values of the IB learner profile, as well as conceptual understanding. We could for example ask them to add extra attitude into an interview emphasizing open-mindedness, risk-taking or principles, we could ask them to choose pictures which do not only represent an option but also a caring, reflective or balanced perspective. The integration of TOK makes us deal with questions about language and culture, language and the thinking process, language and new technology etc.

Assessment SL

External assessment

Paper 1:

Productive skills – writing; one writing task from a choice of three

Paper 2:

Receptive skills – listening and reading – three audio passages and three written tasks drawn from all five themes.

Internal Assessment:

Individual oral:

A recorded conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme.

Assessment HL

External assessment

Paper 1:

Productive skills - writing one writing task from a choice of three



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Paper 2:

Written productive skills, two writing exercises, one based on the options and the other based on the core.

Internal Assessment:

Individual oral:

A recorded conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus.

Course Material.

Designed IB course materials and revision guides, reality, internet, newspapers, literary works.

Teachers and emails:

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Further information

[Link to Diploma Programme Curriculum briefs](#)