

SECOND LANGUAGE

Language B

(Mandarin, French, Japanese, Spanish)



WHAT ARE THE AIMS OF THE COURSE?

The aims of the IB course are to develop the ability to communicate accurately and effectively in both speech and writing in a variety of contexts. The course provides students an awareness into the culture of the countries where the language is spoken, and encourages students to see language learning as an integral part of the modern world, either in a social or recreational context or as an essential tool for the world of work.

WHO IS THE COURSE SUITABLE FOR?

The Higher Level course is suitable for those students who have been very successful at IGCSE level (or the equivalent) and who are happy to pursue their second language education to a much more sophisticated level. Higher level is both challenging and rewarding for those students who attain a B grade or above at IGCSE, and who may wish to pursue their language studies at University.

The Standard Level course follows the same course outline as the Higher Level, but with reduced content. Students need to have completed a IGCSE level course (or equivalent) in their chosen language to a Grade C or above and should feel happy to continue improving their foreign language skills beyond the everyday approach of the IGCSE. The Standard Level group may be taught separately from the Higher Level.

At both Standard and Higher level there is focus on the use of language and language manipulation skills. Students who have found their IGCSE language very challenging, or who wish to broaden their languages having achieved highly at IGCSE should consider Ab Initio as the IB option.

WHAT TOPICS WILL BE STUDIED?

The course consists of five topics, three of which are core topics and are obligatory: social relationships, communication and media, and global issues. In addition two optional topics can be chosen by the teacher to be studied from a list of the following: cultural diversity, customs and traditions, health, leisure, science and technology. Higher students will study the same topics as standard as well as two literature texts.

Students will engage frequently in oral and listening activities throughout the course with particular emphasis on the discussion of issues arising from the three themes. Written work will be of a varied nature and will, for example, include letters, imagined conversations, reports, discursive essays and for higher level creative writing.



HOW WILL STUDENTS BE ASSESSED?

SL assessment component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on 4 written texts from the Core.</p> <p>Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise from a choice of five, based on the Options.</p> <p>Written assignment: Receptive and written productive skills Inter-textual reading of three sources followed by a written exercise of 300-400 words and a 100-word rationale, based on the Core.</p>	<p>70%</p> <p>25%</p> <p>25%</p> <p>20%</p>
<p>Internal assessment oral: Interactive skills This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <p>Individual oral Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher.</p> <p>Interactive oral activities Based on the Core. Three classroom activities are assessed by the teacher; the moderation factor of the Individual oral is applied to the mark submitted by the teacher for assessment.</p>	<p>30%</p> <p>20%</p> <p>10%</p>
HL assessment component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on 5 written texts from the Core.</p> <p>Paper 2 (1 hour 30 minutes): Written productive skills 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: 150-200 word personal response to a stimulus text (e.g. statement or article), based on the Core.</p> <p>Written assignment: Receptive and written productive skills Creative writing of 500-600 words, with a 100-word rationale, based on one of the literary texts studied.</p>	<p>70%</p> <p>25%</p> <p>25%</p> <p>20%</p>
<p>Internal assessment oral: Interactive skills This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <p>Individual oral Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher.</p> <p>Interactive oral activities Based on the Core. Three classroom activities are assessed by the teacher; the moderation factor of the Individual oral is applied to the mark submitted by the teacher for assessment.</p>	<p>30%</p> <p>20%</p> <p>10%</p>