

# Understanding the International Baccalaureate Diploma Programme



**GROUP 2**

**LANGUAGE B  
AB INITIO**

# Group 2



**Group 2 consists of :**

- ❖ modern language
- ❖ classical languages

# Language AB Initio



- The language ab initio courses are language learning courses for beginners, designed to be followed over two years by students who have **no previous experience of learning**
- AB Initio courses are only available at standard level.

# Language B



- Available at both higher and standard levels
- For students with **previous experience of learning the target language**
- Language B courses give students the opportunity to reach a high degree of competence in a language and to explore the culture(s).

# Why Second Language?



**The study of a second language is through:**

listening

speaking

reading

Writing

These four skills involve exchanging ideas and effective communication so the student can understand how ideas can best be expressed

# Which Course?



- **Ab initio SL:** is for a beginner who has little or no previous experience of the language
- **Language B SL:** is for a language learner who has experience of the target language or is a beginner or near-beginner who lives in a country where the language is spoken.
- **Language B HL:** is for a language learner who intends to study the language at this level for a future career and who has experience of the target language

# Language B curriculum



- **Year one** : Core Curriculum:
  - \* Communications and Media.
  - \* Global Issues.Option:
  - \* Cultural diversity.
  
- **Year two** : Core Curriculum:
  - \* Social relations.Option:
  - \* Health

# Language B SL



**Assessments of the internal and external levels IB French, German B include five components.**

The value of each component is as follows:

## **Internal Assessment :**

Individual oral examination: 20%

Interactive oral activity: 10%

## **External Assessment:**

Written assessment: 20%

Paper 1 exam: 25%

Paper 2 examination: 25%



# Language B HL



## **two works of literature to be studied:**

### French

- Rhinocéros (Eugène Ionesco) 1959
- L'étranger (Albert Camus) 1942

### German

# The external evaluation has three components.



- **Written work** will be developed, implemented and supervised by the teacher. For this evaluation, students will prepare an original piece of writing related texts based on a basic theme. Written work will be completed in March during the second year of the program. Both documents (externally imposed by the International Baccalaureate program) include the French exam B will be evaluated externally.
- **Paper 1** assesses the skills and comprehension strategies, these skills will be developed and improved throughout the two years. Students will exercise similar to those that appear in one paper as practice before you take the exam. Paper 1 covers basic themes (social relations, global issues, communication and media).
- **Paper 2** is based on the option themes (health, cultural diversity). Students will produce a document written on one of five topics presented on the exam paper. Throughout the two years students will practice with different forms of writing texts which they may be required to demonstrate to the review

# **Paper 1: Receptive skills (Duration: 1 hour 30 minutes)**



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.

# Paper 2: Written productive skills

## (Duration: 1 hour 30 minutes)



- 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 from 250 to 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.

# Internal evaluation has two components



**An individual oral presentation** (based on subjects options: health and cultural diversity) as well as an interactive oral activity (based on the common core subjects: social relations, global issues , communication and media). Each will be prepared, developed, implemented and evaluated by the teacher of the class IB French B. Students will be introduced to the criteria for each of these assessments during the first year of the IB program and throughout the course, the teacher guides students to acquérir the skills they need to succeed in these assessments. These skills will include: oral skills, including presentation skills (speaking on a subject with a minimum of support material) and speaking skills (being able to answer oral questions relating to the course topics eventually led to the possibility of having a genuine conversation in French), listening skills, and critical thinking skills.

**An interactive oral activity**, the teacher keeps a record of a number of activities (a minimum of three are required) completed in class who meet the criteria and submit the most favorable marks to the student. One might expect that the best student work would be done during the second year of the program, but it is not necessarily the case. Individual oral presentation will take place during the second year of the program.

# Assessments of the internal and external Language B HL



## External assessment 70%

- **Paper 1 (1 hour 30 minutes): Receptive skills 25 %**  
Text-handling exercises on five written texts, based on the core.
- **Paper 2 (1 hour 30 minutes): Written productive skills 25%**  
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.
- **Written assignment: Receptive and written productive skills 20%**  
Creative writing of 500–600 words plus a 150–250 word rationale, based on one or both of the literary texts read.

# Internal assessment 30%



## Internal assessment 30%

- Internally assessed by the teacher and externally moderated by the IB.
- \***Individual oral (8–10 minutes) 20%**
  - Based on the options: 15 minutes preparation time and a 10 minute (maximum) presentation and discussion with the teacher.
- \***Interactive oral activity 10%**
  - Based on the core: Three classroom activities assessed by the teacher

# AB Initio curriculum



- **Year 1:**

Individual and Society

Leisure & work

- **Year 2:**

Urban & rural environment



# External assessment 75%



## **Paper 1 (1 hour 30 minutes): Receptive skills**

Understanding of four written texts. (40 marks)

## **Paper 2 (1 hour): Productive skills**

Two compulsory writing exercises. (25 marks)

## **Written assignment (2 hours): Receptive and productive skills**

A piece of writing, 200–300 words, in the target



- **Paper 1** : Students respond appropriately to an authentic text. / Students demonstrate comprehension of written texts by responding to text---handling questions. /
- **Paper 2** : Students respond to the task using the appropriate conventions and register. / Students respond to written tasks using appropriate language, Register and format./ Students demonstrate the ability to understand the task and respond appropriately using a variety of text types / Students Demonstrate the ability to use vocabulary appropriate to the topic. / Students use a register appropriate to the task./
- **Written assignment** : Students demonstrate an awareness of the similarities and/or differences between their own culture(s) and the target culture(s) In their chosen topic. / Students communicate clearly and effectively in the context of their research./ Students demonstrate comprehension of a variety of Texts selected for the purpose of researching their chosen topic and use basic structures accurately./ Students write in a register appropriate to the task./

# Internal assessment (10 minutes): Interactive skills



- **Individual oral (25 marks)**
- Three-part oral internally assessed by the teacher and externally moderated
- Students respond appropriately to the questions on the written assignment. / Students Orally describe a visual stimulus, respond to questions on the stimulus and engage in a general conversation using appropriate language, register and format./ Students interact appropriately with the teacher, using a range of basic structures./ Students interact appropriately with the teacher on a range of topics./ Students are able to talk with the teacher in an appropriate register./

# What can parents do to help?



- **Support** your child with resources, space and encouragement
- **Encourage** a structured amount of home-based studying:
  - 2-3 hours a night, 5/6 hours a weekend
- **Encourage** good study habits, including planning and preparation, revision and organization.
- **Understand** the demanding workload of the IB Diploma, and the demanding level of difficulty of each component course.
- **Remind** them about the importance of Academic Honesty.
- **Support** your child with positive reinforcement and encouragement.



Thank you