



XV. GIMNAZIJA

International Baccalaureate Department

Diploma Programme



ENGLISH B HL

COURSE OUTLINE

"Words form the thread on which we string our experiences." (Aldous Huxley)

WHAT THE COURSE IS ABOUT

English B is a language acquisition course designed for students with some previous knowledge and experience of the target language. Students view language through the lenses of cultures, communication and perspectives.

English B is designed to develop the competences and intercultural understanding needed for successful communication within and outside of the classroom in the contexts in which the target language is used. Understanding the relationship between language and culture, and their inseparability, provides insight into how users of the target language view the world and how the evolving world view influences language. Learning and using the target language develops international-mindedness, fosters respect for cultural diversity, and is central to the IB mission of education for a better, more peaceful world.

Language B students will view language through the lenses of cultures, communication and perspectives. They will develop *sociolinguistic skills* (the use of language appropriate to the context), *linguistic skills* (the knowledge and understanding of the language system), and *pragmatic skills* (the handling of ideas for the construction and communication of messages). In learning how language works, students will use and develop *critical-thinking skills*. In experimenting with language, students will use and develop *creative-thinking skills*.

The main focus of the course is on language acquisition and further development of language and a range of skills through the study of language, themes and texts. Materials used span a variety of topics and a range of written and spoken material, include authentic personal, professional and mass media texts, and extend from everyday oral exchanges to literary texts (at HL), as well as relate to the target Anglophone cultures.

A key distinction between HL and SL is in the proficiency the student already has when entering the course and the proficiency they are expected to develop during the course. English B is available at both HL and SL; however, as students entering the DP course have already developed significant proficiency for the English B course, they are strongly encouraged to take it at HL, and SL is permitted only as an exception.

In the course their English B studies, students continue to learn how to communicate in the target language in familiar and unfamiliar contexts. They describe situations, make comparisons, explain problems, and state and support their opinions on a variety of topics. They engage with and create a variety of spoken and written texts, with degrees of complexity and nuance, for a range of purposes and audiences.

The study of two literary works originally written in the target language is a requirement for HL students. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot, characters and the significance of the work for the target culture.

Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process.

As appropriate to the level of the course, communication skills are reinforced through the other categories of *approaches to learning skills: thinking, research, social and self-management skills*.

English B syllabus is planned carefully to provide opportunities for students to include:

- transferring the critical-thinking process explored in TOK to the development of well-supported arguments in written text types, such as a speech or report.
- using personal knowledge gained from a CAS experience as a cultural comparison in an individual or group oral activity, or as an example in a written response
- developing ideas for CAS activities as a result of themes and topics explored in a language acquisition class
- developing a research question for an EE that allows the deeper exploration of a language topic of special interest to the student
- using the opportunity to write an EE in the student's language of study as a means of personal challenge and skills development.

AIMS:

The aims of teaching and studying of English B course are to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

OBJECTIVES:

At the end of English B course the students are expected to demonstrate the ability to:

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

SYLLABUS DETAILS:

The syllabus is organized around **five prescribed themes** that provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

Themes	Teaching hours (HL/SL)
Identities	
Experiences	approximately
Human ingenuity	170h in Year 1
Social organization	140h in Year 2
Sharing the planet	

Students develop the ability to communicate in the target language by engaging with language, themes, texts, and concepts. Communication becomes more successful and effective with the continued development of *receptive, productive and interactive skills*.

The themes allow students to compare the target language and cultures to other languages and cultures to which they are familiar. They also provide opportunities for students to make connections to other DP disciplines.

The themes are explored through written, visual, audio and audio-visual texts organized into the following categories: personal, professional and mass media texts. Text types eligible for both analysis and production include: article, blog, brochure/ leaflet/ pamphlet, diary/ journal, formal and informal letter/ email, interview, news report, opinion column/ letter to the editor, proposal, report, review, set of instructions/ guidelines, social media posting, speech/ presentation/ debate.

IMPLEMENTATION:

DP Year 1: The school offers approximately 170 lessons a year.

English B classes are delivered 5 periods a week

DP Year 2: The school offers approximately 140 lessons a year.

English B classes are delivered 5 periods a week.

ASSESSMENT

The following **assessment objectives** apply to English B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language for a range of contexts (interpersonal and intercultural) and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and multimedia texts.

In order to achieve the assessment objectives and develop skills, students are **formatively and summatively** assessed. Formative assessment monitors learning during the instruction process to provide ongoing feedback, while summative assessment evaluates student learning at the end of an instructional period to measure final outcomes.

Students are thus assessed based on:

- Their performance on tests, quizzes, various oral and written tasks that train and test their knowledge and understanding of vocabulary, grammar and syntax.
- Their performance on tasks relating to their overall competences, such as listening and reading comprehension, oral exams and writing tasks.
- There is both teacher-based and some peer and self-evaluation throughout the course.
- Twice a year, students sit the “mock exam”. “Mock exams” are based on IB Final exams. In Year One, “the- end- of- the- term exam” includes adjusted versions of Paper 1 and/ or Paper 2. “The- end- of- the- school- year exam” may include adjusted or full version of an IB Final exam. In Year Two, students take the “mock exam” following the IB guidelines for the final graduation exams. “Mock exams” carry 30% of the overall grade at the end of the school year.

- Summative assessment is marked on the 1 to 7 grading scale under the following grade boundaries:

Grade	Tests
7	91- 100%
6	81- 90%
5	71- 80%
4	61- 70%
3	51- 60%
2	31- 50%
1	0- 30%

ASSESSMENT OUTLINE

Paper 1: Productive skills (writing)

Assessment of students' writing of various text types is criterion- based.

Productive skills		
Criterion A	Language	12 marks
Criterion B	Message	12 marks
Criterion C	Conceptual understanding	6 marks
Total		30 marks

Paper 2: Receptive skills (listening and reading)

Paper 2 is divided into two separate sections: listening comprehension (three audio passages) and reading comprehension (three written passages) covering different topics drawn from the five themes. Students' understanding of the six passages is assessed using mark scheme.

Interactive skills (speaking)

Students' individual oral assessment is criterion- based.

Interactive skills		
Criterion A	Language	12 marks
Criterion B1	Message- literary extract	6 marks
Criterion B2	Message- discussion	6 marks
Criterion C	Interactive skills/ Communication	6 marks
Total		30 marks

TOPICS

DP Year 1	
Unit 1	Social organization- English as a global language History and features of the English language. Linguistic dominance.
Unit 2	Identities- Lifestyles Customs and traditions. Health and wellbeing.
Unit 3	Experiences- The pleasure economy Holidays and travel. Leisure.
Unit 4	Sharing the planet: George Orwell “1984” Political and social structures. Peace and conflict.
Unit 5	Human ingenuity- Nothing but the truth Communication and media. Entertainment.

DP Year 2	
Unit 1	Experiences: Collection of short stories Personal relationships and social stereotypes. Trials of life from youth to old age.
Unit 2	Social organization- 21st century learning Education. The world of work. Higher education.
Unit 3	Sharing the planet- Big business The global economy. Ethics.
Unit 4	Identities- Who we are! Beliefs and values. Language and identity.
Unit 5	Human ingenuity Artistic expression.

TEXTBOOK

- K. Morley, K. Saa'd Aldin:” *IB English B Course Book Pack: Oxford IB Diploma Programme (Print Course Book & Enhanced Online Course Book)*. 2nd edition. OUP. 2018

Additional sources

- K.Saa'd Aldin; T. Tempakka; J. Abu Awad; K.Morley: “Oxford IB Diploma Programme: English B Course Companion”, OUP. 2013.
- Paul A Davis, Tim Falla. Solutions Advanced. Third edition. OUP.
- Advanced Grammar in Use. Martin Hewings. CUP.
- English Collocations in Use. Advanced. Felicity O’Dell, Michael McCarthy. CUP.
- English Vocabulary in Use. Advanced. Michael McCarthy, Felicity O’ Dell. CUP.
- Any additional authentic written/ visual/ audio/ audio- visual texts and sources relating to Anglophone cultures (eg. newspaper and magazine articles, blogs, vlogs, podcasts, advertisements, films, TV series, etc.)