



**XV. GIMNAZIJA**  
International Baccalaureate Department  
Diploma Programme



## **GERMAN B SL & HL COURSE OUTLINE**

*‘Lerne alt zu werden mit einem jungen Herzen’ (Johann Wolfgang von Goethe)*

### **WHAT IS THE COURSE ABOUT?**

German B is an additional language-learning course designed for students with some previous knowledge. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills through the study of language, various topics and use of a range of written and spoken material, authentic personal, professional and mass media texts. Such material will extend from everyday oral exchanges to literary texts (for HL), and should be related to the target culture. The material should be chosen to enable students to develop mastery of language receptive, productive and interactive skills and intercultural understanding.

**The study of German requires careful attention to forms, structures, functions and the conceptual understanding of language.** Knowledge of vocabulary and grammar, the basic element of a language is reinforced and extended by understanding the different aspects, concepts of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests.

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.**

For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. 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.

**German 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

Further more:

- to develop a research question for an EE that allows the deeper exploration of a language topic of special interest to the student
- to use 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 German 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 German B course the students are expected to demonstrate 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.

| <b>OBJECTIVE/CRITERION</b>                 | <b>MAXIMUM LEVEL OF ACHIEVEMENT (Grade)</b> |
|--------------------------------------------|---------------------------------------------|
| Receptive skills – Listening Comprehension | 7                                           |
| Receptive Skills – Reading Comprehension   | 7                                           |
| Productive Skills - Writing                | 7                                           |
| Productive Skills - Speaking               | 7                                           |

## ASSESSMENT

- The students will be evaluated based on their performances on tests, quizzes, debates, oral presentations, discussions and reading and writing assignments.
- There will be teacher-based and some peer and self-evaluation throughout the course.
- The curriculum of the Language B course within the Diploma Programme is based on a frame work: Fox, Marshall, Brock & Duncker: Deutsch im Einsatz.  
Für den IB DP Unterricht im Fach Deutsch B.
- Additional texts, reports, TV series, movies, pictures, advertisements, blogs, newspaper and magazine articles and other kind of sources will be used, especially when discussing some current events and problems which have global significance or are related to the German-speaking countries (D-A-CH).
- The programme of the Language B course should enhance the four basic skills when acquiring a foreign language; reading, writing, listening and speaking, which we differentiate as productive, receptive and writing skills. The aim is to create German-speaking environment and to teach not only the language but also the culture and civilization of the target language.
- Throughout German B course the teacher uses formative assessment to determine students' strengths and limitation in accessing required content knowledge and skills, provide needed support in making progress and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, language teachers use a variety of formative assessments to scaffold student development of content knowledge and skills.
- Formative assessment refers to all kind of quizzes, practices and tasks which proof and train the knowledge of vocabulary, grammar and syntax skills.
- The summative assessment refers to tasks where some overall competences are proven, such as listening and reading comprehension, all kind of oral exams and writing of different text-types and essays.
- Twice a year, as first term exam and the end of school year exam the students sit for so called 'Mock Exams' following strict IB DP guidelines and write exams, pretty much similar, although adjusted, to the IB Graduation Exams, Paper I and Paper II for the German B (Language Acquisition) course. The "Mock Exams" are valued with 30% of the overall grade at the end of the first term and the school year.

## SYLLABUS DETAILS:

The syllabus consists of **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 (SL/HL)                                                     |
|----------------------------|----------------------------------------------------------------------------|
| <b>identities</b>          | <b>approximately</b><br><br><b>140 h (Year 1)</b><br><b>112 h (Year 2)</b> |
| <b>experiences</b>         |                                                                            |
| <b>human ingenuity</b>     |                                                                            |
| <b>social organization</b> |                                                                            |
| <b>sharing the planet</b>  |                                                                            |

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 will be explored through written, visual, audio and audio-visual texts organized into the following categories: personal, professional and mass media texts. Some of the text types will be: blog, email, essay, formal letter, proposal, questionnaire, report, etc.

## IMPLEMENTATION:

DP Year 1: The school offers approximately 140 lessons per week

DP Year 2: The school offers approximately 112 lessons per week

## TOPICS:

| DP Year 1 |                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UNIT 1    | <b>Wer bin ich?</b> - Jugend heute, Umfeld, Leben im Internat, Crazy, Digitale Welten (SOZIALE ORGANISATIONEN)                                                                             |
| UNIT 2    | <b>Kulturelles Erbe</b> - Feste und Traditionen, Leben im Ausland, Reisen bilden, Essen und Trinken als Teil der Kultur, Aber bitte mit Sahne, Gesundes Leben, Digital Detox (ERFAHRUNGEN) |
| UNIT 3    | <b>The Sound of Music</b> – Neue Deutsche Welle, Rock me Amadeus, Musik im deutschsprachigen Raum, Castingshows (IDENTITÄTEN)                                                              |
| UNIT 4    | <b>Niemand ist eine Insel</b> – Beziehungen, Freundschaften Feindschaften, Ingeborg Bachmann (Simultan – Erzählungen) (SOZIALE ORGANISATIONEN)                                             |

| DP Year 2 |                                                                                                                                                                                                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UNIT 1    | <b>Multikulti kunterbunt</b> - Hier bin ich Ausländer, dort wie ein Tourist, Buntes Berlin, Lass ma' lesen, yallah, Kiezdeutsch, Immer diese Ausländer, Typisch deutsch? Erstesprache, Zweitsprache, Fremdsprachen, Migrationen, (IDENTITÄTEN) |
| UNIT 2    | <b>Wissenschaft im Alltag – Ist die Zukunft schon da?</b> –Technologien, Modernes Leben, Digitale Welt<br>Wissenschaft & Wissenschaftler, Verantwortung,<br>Friedrich Dürrenmatt: Die Physiker, (MENSCHLICHE ERFINDUNGSGABE)                   |
| UNIT 3    | <b>Die globale Welt</b> - Globalisierung, Fair Trade, Schmutzige Schokolade, Fast Fashion, Konsumerismus, Der Mensch und die Natur (EIN PLANET FÜR ALLE)                                                                                       |
| UNIT 4    | <b>Das moderne Leben</b> – Wann ist man erwachsen?, Stereotype über Geschlechter, Mehrere Generationen unter einem Dach, Lebensstile, Politik, Umwelt, Familienleben (ERFAHRUNGEN)                                                             |