



IB WORLD SCHOOL 1309 (ZSO13 Gdańsk)



English B HL

syllabus & course of study

(based on Language B guide, first exams 2020, 6h/week)

A. COURSE AIMS:

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

B. COURSE OBJECTIVES:

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

C. COURSE OVERVIEW:

C1. Course Content:

C1.1 Prescribed themes:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

C1.2 Types of texts:

Personal texts: blog, diary entry, email, personal letter, social media posting/chat room

Professional texts: blog, email, essay, formal letter, proposal, questionnaire, report, set of instructions, survey

Media texts: advertisement, article (newspaper, magazine) blog, brochure, interview, leaflet, news report, opinion column/editorial, pamphlet, podcast, poster, public commentary (editorial/ readers' letters), review, speech, travel guide, web page

C1.3 Literature:

The study of at least two literary texts (originally written in the target language) is compulsory for language B at HL. In this course 'the Help' by Katryn Stockett, and 'Lord of the Flies' are to be studied.

C.2. Textbook & reference books

English B for the IB Diploma 2nd Edition, Cambridge University Press

C.3 Other requirements

OneNote account and access

Other issues are settled in relevant school documents- academic integrity, assessment, inclusion and language policies

D. COURSE OF STUDY

THEMES/ UNITS	Content- topics and guiding questions		Time provision
	Identities Globalisation Identity Values Beauty Health	<ul style="list-style-type: none"> - Where are you from/ where do you fit into the globalised world? - To what extent is your identity defined by what you believe? What do you believe? Where do your beliefs come from? - To what extent is your definition of beauty influenced by mass media? 	45 hours
	Experiences Pilgrimage Extreme sports migrations	<ul style="list-style-type: none"> -What does it mean to go on a journey of self-exploration? -Why do people risk serious or fatal injury by participating in extreme sports? -Why do people leave their birth country and move abroad? 	45 hours
	Human ingenuity Future humans Technology and human interaction Redefining art	<ul style="list-style-type: none"> -How are advances in science and technology impacting human reproduction, health and food? - How does technology affect human interaction? - What is art? What's its purpose? How is it changing? 	45 hours
	Social organization Minorities and education Partners for life The future of jobs	<ul style="list-style-type: none"> -Are there groups in the society who do not have the same access to education and opportunities as others? - How do individuals in a society commit themselves to lifelong relationships and what form do these relationships take? - In what ways is the world of employment changing and what does it mean for workers? 	45 hours
	Sharing the planet Ending poverty Climate change Power to the people	<ul style="list-style-type: none"> -Why is it difficult to eradicate poverty in the world? -Why, when there is clear evidence, the topic of climate change debated so much? 	45 hours

		-How have people used democratic principles and protest to fight for their rights?	
Literature (two works +selected short stories)	Plot summaries Character analysis, Literary language and devices Themes, motives and symbols Creative writing Cultural/background research and presentations Discussions, quote analysis		45 hours
Exam skills	Reading and listening comprehension strategies and practice Mock writing exams Text based oral presentations and discussions		45 hours
Knowledge (revised and/or constructed)	C1 Vocabulary relating to the 5 prescribed themes Advanced English grammar Writing conventions for all prescribed text types/ written forms Literary analysis- terms and ideas Exam strategies and techniques EE ideas, TOK and CAS links explored throughout all the course themes		
Concepts (explored as key to successful communication)	Meaning Context Variation Audience Purpose		
Skills (developed and practised)	Language skills: Productive skills: writing, speaking Receptive skills: listening and reading comprehension Interactive skills: speaking ATL (approaches to learning) skills: <u>self-management skills</u> time management—including using time effectively in class, keeping to deadlines, keeping to class schedules, creating study planners, homework planners and sticking to them self-management—including personal goal setting, organization of learning materials, turning up to class with the right materials organizing information logically, structuring information correctly in essays, and reports using different information organizers for different purposes demonstrating persistence and perseverance, practicing focus and concentration, and overcoming distractions <u>social skills:</u> working in groups—including delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork accepting others—including analyzing others' ideas, respecting others' points of view, and using ideas critically		

personal challenges—including respecting cultural differences, negotiating goals and limitations with peers and with teachers, taking responsibility for own actions

communication skills:

Active listening—including non-verbal communication, and listening to and following directions and procedures

literacy—including reading strategies, using and interpreting a range of contentspecific terminology, interpreting meaning through cultural understanding

being informed—including the use of a variety of media, receiving feedback

informing others—including presentation skills using a variety of media, clear speaking, writing for different purposes and giving feedback

research skills:

accessing information—including researching from a variety of sources, transferring and summarizing information

using a range of technologies, identifying primary and secondary sources

selecting and organizing information— including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources, collecting, recording and verifying data

referencing—including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights

thinking skills:

generating ideas—including the use of brainstorming

planning—including storyboarding and outlining a plan

inquiring—including questioning and challenging information and arguments, developing questions, developing the skills of critical analysis and using the inquiry cycle

applying knowledge and concepts—including logical progression of arguments

identifying problems—including deductive reasoning, evaluating solutions to problems

creating novel solutions—including the combination of critical and creative strategies, considering a problem from multiple perspectives

self-awareness—including seeking out positive criticism, reflecting on areas of perceived limitation

self-evaluation—including the keeping of learning journals

reflecting at different stages in the learning process on learning experiences in order to support personal development through

thinking about meta-cognition (the way we think and learn)

making connections—including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and

knowledge in unfamiliar situations

	<p>inquiring in different contexts— including changing the context of an inquiry to gain various perspectives.</p>
<p>Attitudes (encouraged and fostered)</p>	<p>Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p> <p>Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p>Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p> <p>Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</p> <p>Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p> <p>Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p> <p>Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p>Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</p> <p>Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p> <p>Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.”</p>

(More detailed content and specific skills, knowledge, concepts build and/or explored in unit planners)

E. ASSESSMENT

E.1 Assessment outline:

Assessment component	Weighting
External assessment (3 hours 30 minutes)	75%
Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50% 25% 25%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

E.2 Assessment criteria

External assessment criteria—HL

Paper 1: Productive skills—writing

Assessment criteria are used to mark paper 1, which is worth 25% of the overall mark. There are three assessment criteria.

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Criterion B: Message

To what extent does the candidate fulfill the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.
4–6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.
7–9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.
10–12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

Note: A response that ignores context, purpose and audience may receive marks of 0 for criteria B and C, even if the response has received a high mark for criterion A.

Internal assessment criteria—HL

Productive and interactive skills: Individual oral assessment

Criterion A: Language

How successfully does the candidate command spoken language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?
- To what extent do pronunciation and intonation affect communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication. Pronunciation and intonation are generally clear but sometimes interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is generally appropriate to the task, and varied. A variety of basic and some more complex grammatical structures is used. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication. Pronunciation and intonation are generally clear.
7–9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication. Pronunciation and intonation are mostly clear and do not interfere with communication.

Marks	Level descriptor
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are very clear and enhance communication.</p>

Criterion B1: Message—literary extract

How relevant are the ideas to the literary extract?

- How well does the candidate engage with the literary extract in the presentation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>The presentation is mostly irrelevant to the literary extract.</p> <p>The candidate makes superficial use of the extract. Observations and opinions are generalized, simplistic and mostly unsupported.</p>
3–4	<p>The presentation is mostly relevant to the literary extract.</p> <p>The candidate makes competent use of the literary extract. Some observations and opinions are developed and supported with reference to the extract.</p>
5–6	<p>The presentation is consistently relevant to the literary extract and is convincing.</p> <p>The candidate makes effective use of the extract. Observations and opinions are effectively developed and supported with reference to the extract.</p>

Criterion B2: Message—conversation

How relevant are the ideas in the conversation?

- How appropriately and thoroughly does the candidate respond to the questions in the conversation?
- To what depth are the questions answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The candidate consistently struggles to address the questions. Some responses are appropriate and are rarely developed. Responses are limited in scope and depth.
3–4	The candidate’s responses are mostly relevant to the questions. Most responses are appropriate and some are developed. Responses are mostly broad in scope and depth.
5–6	The candidate’s responses are consistently relevant to the questions and show some development. Responses are consistently appropriate and developed. Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.

Criterion C: Interactive skills—communication

To what extent does the candidate understand and interact?

- How well can the candidate express ideas?
- How well can the candidate maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Comprehension and interaction are limited. The candidate provides limited responses in the target language. Participation is limited. Most questions must be repeated and/or rephrased.
3–4	Comprehension and interaction are mostly sustained. The candidate provides responses in the target language and mostly demonstrates comprehension. Participation is mostly sustained.
5–6	Comprehension and interaction are consistently sustained. The candidate provides responses in the target language and demonstrates comprehension. Participation is sustained with some independent contributions.