

Villiers School – IBDP Subject Brief

Group 2 – Language Acquisition

English B (SL or HL)



Description and Aims

Language B English is part of Group 2 Language Acquisition and therefore has common aims with other Group 2 Languages. As students in the English B class, students will develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance. Students will communicate in English in a range of contexts and for a variety of purposes, developing an awareness and appreciation of a variety of perspectives of people from diverse cultures through the study of texts and communication tasks.

A key aspect of the Language B programme is the development of an understanding of the relationship between English as a language and cultures with which they are familiar. Through inquiry, the development of language in relation to other areas of knowledge is highlighted while providing students with opportunities for intellectual engagement and the development of critical- and creative-thinking skills. In so doing, students are provided with a basis for further study, work and leisure through the use of English, while fostering curiosity, creativity and a lifelong enjoyment of language learning.

Course Outline / Overview

Students will study a selection of texts (personal, professional and mass media) including a wide range of oral, written and visual materials.

Texts include but are not limited to:

- single and multiple images, with or without written text
- non-literary and literary written texts and extracts
- broadcast media texts: films, radio and television programmes, and their scripts
- oral texts: presentations, debates, interviews, speeches, recorded conversations, and their transcripts
- electronic texts that share aspects of the above areas: text messaging, web pages and blogs, social media and video-sharing websites.

Students develop their English proficiency and conceptual understanding of language by studying the five prescribed themes: identities; experiences; human ingenuity; social organization; sharing the planet.

*The study of two literary works originally written in the target language is a requirement at HL

Resources Required

- Lord of the Flies by William Golding (HL)
- 2nd text: Chosen in consultation with students



Prior Learning/Pre-requisites

Students taking SL English B should have a level B1 (CEFR).

Students taking HL English B should have a level B2 (CEFR).

Assessment

Throughout the course, students are expected to communicate clearly and effectively in a range of contexts and for a variety of purposes. Students are expected to understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.

Students are expected to understand and use language to express and respond to a range of ideas with fluency and accuracy. Students are expected to be able to identify, organize and present ideas on a range of topics. Students are expected to understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

SL External Assessment

Paper 1 (Productive Skills): Writing (1 hour 15 minutes)

Produce a written text (on one of the five prescribed themes) from of a choice of 3 specific text types (e.g. article, speech, etc.)

25% weighted.

Paper 2 (Receptive Skills): Listening comprehension (45 minutes) and Reading comprehension (1 hour)

Receptive Skills- Listening and Reading. Comprehension exercises on three audio passages and three written texts drawn from all five themes.

50% weighted.

SL Internal Assessment

Individual oral 7-10 minutes + 15 minutes of preparation

A conversation with the teacher based on a visual stimulus followed by a discussion on an additional theme.

25% weighted.



HL External Assessment

Paper 1 (Productive Skills): Writing 1 hour 30 minutes

Produce a written text (on one of the five prescribed themes) from a choice of 3 specific text types (e.g. article, speech, etc.)

25% weighted.

Paper 2 (Receptive Skills- Listening and Reading): Listening comprehension (1 hour) and Reading comprehension (1 hour)

Comprehension exercises on three audio passages and three written texts drawn from all five themes.

50% weighted.

HL Internal Assessment

Individual oral 12-15 minutes + 20 minutes of preparation

A conversation with the teacher based on a literary stimulus followed by a discussion on an additional theme.

25% weighted.