



# AYZAĞA IŞIK LİSESİ

“ Önce İyi İnsan Yetiştirir ”

2019-2020 Academic Year

For 2021 May exam Candidates

## Language B English Course Booklet



Accredited by CIS



CONTENTS	page
IB Mission Statement	2
Learner Profile	3
English B HL Course Description	4
English B & The Core	5
English B & International Mindedness	9
Syllabus content	10
English B Aims& Assessment objectives	11
External Assessment	12
Internal Assessment	19
ATL Skills	27

## **IB mission statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

## Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

## Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

## Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

## Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



## Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

## Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

## Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

You are willing to work in collaboration with others.

## Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

## ENGLISH B HL - COURSE DESCRIPTION

English B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, you will further develop your ability to communicate in the target language through the study of language, themes and texts. In doing so, you will also develop conceptual understandings of how language works, as appropriate to the level of the course.

At English B HL, you are expected to extend the range and complexity of the language you use and understand in order to communicate. You continue to develop your knowledge of vocabulary and grammar, as well as your conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Receptive skills	Productive skills	Interactive skills
<p>Understand complex recorded or spoken information on the topics studied.</p> <p>Appreciate literary works in the target language.</p> <p>Understand complex authentic written texts related to the topics studied</p>	<p>Communicate orally in order to explain in detail a point of view.</p> <p>Describe in detail and accurately experiences and events, as well as abstract ideas and concepts.</p> <p>Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.</p> <p>Produce clear and convincing arguments in support of a point of view.</p>	<p>Demonstrate interaction that flows coherently with a degree of fluency and spontaneity.</p> <p>Engage coherently in conversations in most situations.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>

## **English B and the core**

This course is planned carefully to provide opportunities for you to draw on your experiences in the core. Examples of how this might happen 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.

## **Language B and theory of knowledge**

Theory of knowledge (TOK) is one of the three core elements of the Diploma Programme (DP). It plays a special role in the programme by providing an opportunity for students to reflect on the fundamental question of how they know what they know. It aims to help students become more aware of their own perspective, as well as developing an awareness of multiple perspectives. More information on TOK can be found in the Theory of knowledge guide. Language is itself one of the specific ways of knowing that is identified in the TOK course. In addition to this explicit exploration of language, the skills and wider conceptual understandings that students develop in TOK can make an extremely positive contribution to their study of language acquisition. TOK develops higher-order thinking skills, such as analysis and evaluation, and also helps students to make connections and comparisons across their subject areas and the DP core. In this way, language acquisition both supports and is supported by TOK. As well

as using the skills developed in TOK in acquiring an additional language, students will also benefit from guiding questions that can connect TOK to the five themes of the language B curriculum. The following discussion questions are examples and are not meant to be either prescriptive or exhaustive.

- Is it possible to think without language?
- What would be lost if the whole world shared one common language?
- If people speak more than one language, is what they know different in each language?
- Do you think maths, logic or music should be classified as languages?
- In what ways can language be used to influence, persuade or manipulate people?
- Does language describe our experience of the world, or does it actively shape our experience of the world?
- How are metaphors used in the construction of knowledge?
- To what extent is our perspective determined by our membership of a particular culture?
- To what extent are we aware of the impact of culture on what we believe or know?
- Is there anything that is true for all cultures?

### **Language B and creativity, activity, service**

Creativity, activity, service (CAS) experiences can be associated with each of the subject groups of the DP. CAS and language acquisition can complement each other in a variety of ways. Students can enhance intercultural understanding through the active and purposeful use of their acquired language within the specific real-life contexts provided by their CAS experiences. Students may also draw on their CAS experiences to enrich their involvement in language acquisition both within and outside the classroom. An important characteristic of the language acquisition courses is the conceptual

understandings that students develop. Through the five prescribed themes around which the language acquisition courses are centred, students might be able to investigate, plan, act and reflect on CAS experiences and projects in a more informed and meaningful way.

Similarly, CAS experiences can ignite students' passion for addressing particular personal, local, national and global issues. Language acquisition teachers can assist students in making links between their subjects and their CAS experiences, where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences.

The challenge and enjoyment of CAS can often have a profound effect on language acquisition students, who might choose, for example, to engage with CAS in the following ways.

- As a CAS experience, a student can extend engagement with the language acquisition theme of “sharing the planet” (for example, environment) by conducting a separate activity in learning the names of organic and human-made materials in the target language. The student could then walk around the school to collect human-made waste (for example, plastic) that is discarded during one day, and then display it.
- In a series of CAS experiences relating to the language acquisition theme of “social organization” (for example, social relationships, community, social engagement), a student interacts with elderly target language speakers, over a number of visits, to collect sayings, idioms or adages used by the older generations. These could then be shared in an article on the school or programme blog.
- Students can develop a CAS project linked to the language acquisition theme of “experiences” (for example, migration) in which they engage with members of a local refugee population. The students could collaborate in an investigation of how migrants balance negotiating a new culture with maintaining their cultural heritage. An outcome of this interaction could be the creation of a mural representing



the cultural balance. It is important to note that a CAS experience can be a single event or may be an extended series of events.

### **Language B and the extended essay**

Writing an extended essay (EE) in a language of acquisition provides students with an excellent opportunity to explore one aspect of their chosen language in greater depth and to increase their intercultural understanding and international-mindedness. In line with the IB's focus on approaches to teaching and learning (ATL), the EE in a language of acquisition provides opportunities for students to develop their thinking, research and self-management skills while, at the same time, focusing on an aspect of language that is of particular personal interest and challenge. Students must select one of the three distinct categories outlined below in order to develop a manageable research question for their EE.

A simplified summary, with examples, is provided below

- Category 1 (“language”) offers the opportunity to engage with a particular linguistic aspect in greater detail.
- Category 2 (“culture and society”) allows the student to focus on one aspect of the target culture, linked to either a linguistic detail or a cultural artifact, and complements perfectly the learner profile for language acquisition, promoting reflection on the culture of the target language and the learner’s role in the linguistic community.
- Category 3 (“literature”) provides an opportunity for students to explore one or more works of literature in order to widen their understanding of the target language and culture from a literary angle.

<b>Category</b>	<b>Nature</b>	<b>Description</b>	<b>Example</b>
1	Language	A specific analysis of language, its use, structure, development, and so on. It is normally related to its cultural context or a specific text.	“Le parler jeune”: An analysis of the vocabulary and expressions common in the language of youth in France today.

2a	Culture and society	A socio-cultural analysis of the impact of a particular issue on the form or use of the language based on an examination of language use.	An analysis of the way in which the advent of internet marketing in China has had an impact on the language.
2b	Culture and society	A sociocultural analysis of the impact of a particular issue on the form or use of the language in an essay of a general cultural nature based on specific cultural artifacts.	To what extent do the films <i>Entre les murs</i> and <i>La journée de la jupe</i> portray an accurate image of the French education system?
3	Literature	An analysis of a literary type, based on a specific work or works of literature. All works must originally have been written in the target language.	How effective is the use of the first person narrator in the German novel <i>Crazy</i> by Benjamin Lebert?

## English B and international-mindedness

International-mindedness is central to the IB philosophy and instrumental in aspiring to a more peaceful world. Language acquisition courses do not have as their only goal the development of language skills, but also fostering intercultural understanding and global engagement. The nature of the language acquisition process supports international-mindedness and is, in turn, supported by it. The flexibility of IB course design allows language acquisition teachers to incorporate ideas and resources that encourage students to view aspects of the language and culture from different (and sometimes differing) perspectives, to make nonjudgmental comparisons of language and culture, and to view language and culture in a global context. International-mindedness also provides opportunities for students to progress in the development of IB learner profile traits. Through exposure to, examination of, and reflection on, texts from cultures other than their own, students nurture their curiosity (inquirers), engage with issues and ideas of global significance (knowledgeable), use critical-thinking skills (thinkers) and listen carefully to the perspectives of other individuals and groups (communicators). They learn to show respect for the dignity and rights of people everywhere (principled), critically appreciate the values and traditions of others (open-minded), show empathy, compassion and respect (caring), recognize their interdependence with other people and the world in which they live (balanced), consider the world thoughtfully (reflective) and explore new ideas (risk-takers).

## Syllabus Content

Theme	Guiding principle	Optional recommended topics	Possible questions
<b>Identities</b>	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health and wellbeing</li> <li>• Beliefs and values</li> <li>• Subcultures</li> <li>• Language and identity</li> </ul>	<ul style="list-style-type: none"> <li>• What constitutes an identity?</li> <li>• How do we express our identity?</li> <li>• What ideas and images do we associate with a healthy lifestyle?</li> <li>• How do language and culture contribute to form our identity?</li> </ul>
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Holidays and travel</li> <li>• Life stories</li> <li>• Rites of passage</li> <li>• Customs and traditions</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• How does travel broaden our horizons?</li> <li>• How does our past shape our present and our future?</li> <li>• How and why do different cultures mark important moments in life?</li> <li>• How would living in another culture affect our worldview?</li> </ul>
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Artistic expressions</li> <li>• Communication and media</li> <li>• Technology</li> <li>• Scientific innovation</li> </ul>	<ul style="list-style-type: none"> <li>• How do developments in science and technology influence our lives?</li> <li>• How do the arts help us understand the world?</li> <li>• What can we learn about a culture through its artistic expression?</li> <li>• How do the media change the way we relate to each other?</li> </ul>
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> <li>• Social relationships</li> <li>• Community</li> <li>• Social engagement</li> <li>• Education</li> <li>• The working world</li> <li>• Law and order</li> </ul>	<ul style="list-style-type: none"> <li>• What is the individual's role in the community?</li> <li>• What role do rules and regulations play in the formation of a society?</li> <li>• What role does language play in a society?</li> <li>• What opportunities and challenges does the 21st-century workplace bring?</li> </ul>
<b>Sharing the planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> <li>• The environment</li> <li>• Human rights</li> <li>• Peace and conflict</li> <li>• Equality</li> <li>• Globalization</li> <li>• Ethics</li> <li>• Urban and rural environment</li> </ul>	<ul style="list-style-type: none"> <li>• What environmental and social issues present challenges to the world, and how can these challenges be overcome?</li> <li>• What ethical issues arise from living in the modern world, and how do we resolve them?</li> <li>• What challenges and benefits does globalization bring?</li> <li>• What challenges and benefits result from changes in urban and rural</li> </ul>

## **English B HL 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.

## **English B Assessment 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.

<b>Assessment objective</b>	<b>Which component addresses this assessment objective?</b>	<b>How is the assessment objective addressed?</b>
Communicate clearly and effectively in a range of contexts and for a variety of purposes.	Paper 1- Writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Internal Assessment	Students orally react to a stimulus (visual for SL, literary extract for HL), respond to questions and engage in a general conversation.
Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences	Paper 1—writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Paper 2—listening and reading	Students produce responses that demonstrate an understanding of written and audio texts
	Internal assessment audience.	Students interact with the teacher using a range of language structures and registers appropriate to the context and
Understand and use language to express and respond to a range of ideas with fluency and accuracy	Paper 1—writing and format.	Students respond to written tasks using appropriate language, register and format.
	Paper 2—listening and reading	Students demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact orally with the teacher using appropriate language, register
Identify, organize and present ideas on a range of topics	Paper 1—writing	Students develop a coherent and organized response on a range of topics.
	Internal assessment	Students understand the topic of discussion and present an organized response, whether planned or spontaneous.
Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.	Paper 2—listening and reading	Students respond appropriately to authentic texts.
	Internal assessment	Students demonstrate the ability to verbally interact in the target language in response to a literary stimulus

## Assessment Outline (HL)

Assessment component	Weighting
<b>External assessment (3 hours 30 minutes)</b>	<b>75%</b>
<p><b>Paper 1 (1 hour 30 minutes)</b></p> <p>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.</p>	<b>25%</b>
<p><b>Paper 2 (2 hours)</b></p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<b>50%</b>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>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).</p>	<b>25%</b>

**External assessment details—HL**  
**Paper 1: Productive skills—writing**  
**Duration: 1 hour 30 minutes**  
**Weighting: 25%**

Paper 1 is based on the five course themes: identities, experiences, human ingenuity, social organization, sharing the planet.

This examination is externally set and externally assessed. It consists of a choice from three tasks with a variety of audiences, contexts and purposes. Each task is based on a different theme from the syllabus.

Students write a response of 450–600 words to one of the tasks, choosing a text type from among those listed in the examination instructions.

The aim of this component is to assess the ability to communicate in writing for a variety of purposes. In order to fulfill the requirements of this assessment component, students need to show, through their choice of text type, register and style, that they understand the concepts of audience, context, purpose, meaning and variation, and can apply them to their written language.

Paper 1 assesses the degree to which students can:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts 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.

Students' factual knowledge of topics within the themes will not be tested; however, it can be used to support any ideas that the student wishes to communicate.

**Paper 2: Receptive skills—listening and reading**  
**Duration: 2 hours**  
**Weighting: 50% (25% listening comprehension, 25% reading comprehension)**

Paper 2 is based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet. This examination is externally set and externally assessed. It is divided into two separate sections: listening (three audio passages) and reading (three

written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination: it does not test the students' knowledge of any factual content of a specific topic. All audio and written passages are in the target language and all answers must be provided in the target language.

Note: International-mindedness is central to the IB philosophy. It is expected that students will have been exposed to a variety of texts, both oral and written, that demonstrate linguistic variation and regional accents. Linguistic variation and regional accents appearing in texts used for external assessment are intended to reflect this expectation while also being comprehensible to the students.



## 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?

Mark	Level Descriptor
0	<b>The work does not reach a standard described by the descriptors below.</b>
1–3	<b>Command of the language is limited.</b> 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	<b>Command of the language is partially effective.</b> 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	<b>Command of the language is effective and mostly accurate.</b> 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	<b>Command of the language is mostly accurate and very effective.</b> 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?

Mark	Level Descriptor
0	<b>The work does not reach a standard described by the descriptors below.</b>
1–3	<b>The task is partially fulfilled.</b> 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	<b>The task is generally fulfilled.</b> 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	<b>The task is fulfilled.</b> 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	<b>The task is fulfilled effectively.</b> 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?

Mark	Level Descriptor
0	<b>The work does not reach a standard described by the descriptors below.</b>
1–2	<b>Conceptual understanding is limited.</b> 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	<b>Conceptual understanding is mostly demonstrated.</b> 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	<b>Conceptual understanding is fully demonstrated.</b> 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**

Internal assessment is an integral part of the course and is compulsory. It enables students to demonstrate the application of their skills and knowledge in a different setting. In language B, the internal assessment takes the form of the individual oral assessment. The development of skills for the individual oral assessment should be woven into normal classroom teaching, although the evidence submitted for moderation must come from an individual oral assessment, which is a separate activity conducted towards the end of the course.

For English B HL Internal Assessment students will respond to a literary extract and students will then go on to engage in a one-to-one discussion with the teacher, firstly on the topic of the stimulus and then in general conversation across the range of themes listed in the syllabus.

### **Guidance and authenticity**

When carrying out the individual oral assessment, students may not bring into the preparation room any additional resources such as computers, mobile phones, class notes, dictionaries (either online or paper), copies of texts, and so on. Schools must provide students with a piece of paper on which to make brief working notes (a maximum of 10 bullet points) during the preparation time. These notes are the only resource that may be brought into the interview room and are to be used for reference only. They are not to be read aloud and must be retained by the teacher at the end of the interview.

Prior to the IA, the students should be familiar with:

- the linguistic requirements of the individual oral assessment
- the procedures for the conduct of the examination
- the assessment criteria.

HL students will not know in advance which literary extracts will be selected by the teacher for use in the individual oral assessment. The presentation in part 1 must be wholly the work of the student and it may not be written out in full and read aloud. Authenticity may be checked by scrutiny of the notes (if any) used by the student, as well as through the follow-up questions in part 2 of the individual oral assessment.

### **Time allocation**

Internal assessment contributes 25% to the final assessment. This weighting should be reflected in the time that is allocated to helping students develop the knowledge, skills and

understanding required to carry out speaking tasks. The development of oral communication skills must be evenly interspersed throughout the course and should include:

- time for students to develop their oral communication skills
- time for one-to-one interaction between the teacher and each student so that the student becomes comfortable communicating in the target language with the teacher
- time for students to review and monitor their own progress, and for teachers to offer feedback
- time for the teacher to explain to students the requirements of the internal assessment.

### **Requirements and recommendations**

The internal assessment is to be conducted entirely in the target language. The final internal assessment, for which marks will be submitted, must not be rehearsed as this would not reflect the student's true ability to interact in the target language; however, the procedures and characteristics of the individual oral assessment can, and should, be practised during lessons, as should the development of verbal interaction between student and teacher.

Each student's individual oral assessment must be audio recorded and the files must be of high quality. Each recording is to be retained according to the procedures set out in Diploma Programme Assessment procedures. Samples of the internal assessment selected for moderation must be submitted in the form of an audio file.

### **Internal assessment details—HL**

#### **Interactive skills: Individual oral assessment**

**Duration: 12–15 minutes (plus 20 minutes for preparation)**

**Weighting: 25%**

The individual oral assessment is based on an extract of up to approximately 300 words taken from one of the literary works studied in class as part of the language B HL course. The aim of this assessment is to measure the student's ability to understand and produce communication in the target language, and to use it for successful interaction.

The individual oral assesses the degree to which the student is able to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and intercultural contexts

- 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 within the context of presentation and conversation.

The language B HL individual oral assessment is divided into three parts, preceded by a timed period of supervised preparation.

<b>Supervised preparation time</b>	The student is shown two extracts of up to approximately 300 words each: one from each of the two literary works studied during the course. The student chooses one of the extracts and prepares a presentation focused on the content of the extract. During this time, the student is allowed to make brief working notes.	20 minutes
<b>Part 1: Presentation</b>	The student presents the extract. The student may place the extract in relation to the literary work, but must spend the majority of the presentation discussing the events, ideas and messages in the extract itself.	3-4 minutes
<b>Part 2: Follow-up discussion</b>	The teacher engages with the student on the content of the extract that the student has presented, expanding on observations that the student has provided in the presentation.	4-5 minutes
<b>Part 3: General discussion</b>	The teacher and student have a general discussion using one or more of the five themes of the syllabus as a starting point.	5-6 minutes

### **Conduct of the individual oral assessment**

The student must not know in advance which extracts will be used in the individual oral assessment. The timing of the 20-minute preparation period begins when the student is presented with clean copies of the two extracts (one from each of the two literary works studied) from which to choose one. After choosing the extract, the student has the remainder of the 20 minutes in which to prepare a presentation on the extract, focusing principally on the events, characters, ideas and messages within the allocated extract.

During the preparation time, the student is supervised. The student may not have access to course materials, class notes, copies of the literary works studied, dictionaries (in any form), mobile phones, computers or any other IT equipment. The student is given a blank sheet of paper on which to make up to 10 notes in bullet-point form. These notes may be used for

reference only and must not be read aloud as a prepared speech as part of the exam. Any notes that have been made in the 20 minutes of preparation for the individual oral assessment, as well as the copy of the extract, are to be collected in by the teacher at the end of each student's interview.

### **Presentation**

Students are asked to avoid using their names or any other identifying information in their presentations. During the presentation, the student should:

- summarise the extract
- briefly relate the extract to the literary work as a whole
- express his or her opinions on the characters, events, ideas and themes presented in the extract.

The presentation must relate specifically to the content of the extract provided. Pre-rehearsed presentations on generic aspects of a literary work or presentations in the style of a “book review” that do not directly focus on the content of the extract provided are not the objective of this exercise.

The presentation should last 3–4 minutes, during which time the teacher should avoid interrupting the student, unless it is clear that guidance is needed. At four minutes, if the student has not drawn the presentation to a close, the teacher is expected to interrupt the presentation and make the transition to the second part of the individual oral assessment, using a phrase such as: “I’m sorry to interrupt, but we need to move on now.”

### **Follow-up discussion based on the literary extract**

Following the student's presentation, the teacher initiates a discussion by asking questions about various aspects of the literary extract. These questions:

- seek clarification or extension of observations made by the student in the presentation
- invite the student to interpret and evaluate ideas presented by the extract or the teacher
- encourage connections and comparisons with the student's other cultural experiences, as appropriate
- provide the student with opportunities to demonstrate understanding and appreciation of the target language culture(s)
- encourage the student to engage in authentic conversation to the best of his or her ability.

This section of the individual oral assessment should last 4–5 minutes offers the student the opportunity to demonstrate the ability to engage in authentic discussion on a topic. The teacher asks open-ended questions in order to offer the student the opportunity for authentic engagement, thus facilitating an assessment of the student’s interactive skills.

### **General discussion**

The teacher signals that they are moving to the final section of the individual oral assessment in order to prepare the student for the change to a general discussion. This section lasts 5–6 minutes and should:

- use one or more of the course themes as a starting point
- seek clarification or extension of observations made by the student in relation to the additional theme(s) broached
- invite the student to interpret and evaluate ideas that arise in the general discussion
- encourage connections and comparisons with the student’s other cultural experiences
- provide the student with opportunities to demonstrate their understanding and appreciation of the target language culture(s)
- encourage the student to engage in authentic conversation to the best of his or her ability
- allow an assessment of the student’s interactive skills

### **Administration of the individual oral assessment**

- The individual oral assessment lasts a minimum of 12 minutes and a maximum of 15 minutes. Examiners stop listening after 15 minutes.
- Students must not take mobile phones and other IT equipment into the examination room.
- Audio recordings of the individual oral assessment will be required for external moderation. However, the samples selected for moderation will not be identified until the teacher’s marks are entered into IBIS.
- Under no circumstances should a recording be stopped or modified in any way.
- Timings for the individual oral assessment are approximate, but should be adhered to that all three sections are adequately addressed.



- The teacher interacts with the student to facilitate an authentic discussion, but does not dominate the exchange.

**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?

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

7-9	<p><b>Command of the language is effective and mostly accurate.</b></p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are mostly clear and do not interfere with communication.</p>
10-12	<p><b>Command of the language is mostly accurate and very effective.</b></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?

Mark	Level Descriptor
0	<b>The work does not reach a standard described by the descriptors below.</b>
1-2	<p><b>The presentation is mostly irrelevant to the literary extract.</b></p> <p>The candidate makes superficial use of the extract. Observations and opinions are generalized, simplistic and mostly unsupported.</p>
3-4	<p><b>The presentation is mostly relevant to the literary extract.</b></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><b>The presentation is consistently relevant to the literary extract and is convincing.</b></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?

Mark	Level Descriptor
0	<b>The work does not reach a standard described by the descriptors below.</b>
1-2	<b>The candidate consistently struggles to address the questions.</b> Some responses are appropriate and are rarely developed. Responses are limited in scope and depth.
3-4	<b>The candidate's responses are mostly relevant to the questions.</b> Most responses are appropriate and some are developed. Responses are mostly broad in scope and depth.
5-6	<b>The candidate's responses are consistently relevant to the questions and show some development.</b> 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?

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

## **ATL SKILLS (Approaches to Learning)**

### **Thinking skills**

Through language acquisition, students develop a body of thinking skills that may include, but are not limited to, metacognition, reflection, critical thinking, creative thinking and transfer. The development of higher-order thinking skills, rather than the simple memorization of content, is integral to the language learning process. This may be achieved through approaches to teaching, such as the use of collaborative, enquiry-based tasks to provide students with the opportunity to explore language and structures relating to a given theme. Learners are better equipped for their future roles as global citizens when given the opportunity to analyse, synthesize and evaluate language topics from their own and different perspectives.

### **Research skills**

In language acquisition, research allows students to use authentic sources to explore questions from different cultural perspectives and to expand their linguistic and intercultural knowledge in any direction that presents a particular interest for them. Research skills may include critical thinking, problem solving, analysis and sharing of ideas (which could involve selecting a topic of interest in order to explore one of the language acquisition course's five themes or concepts), finding, validating and evaluating sources, as well as paraphrasing and citing in an academically honest way. Students also need to present their work, and reflect on their experience, in a way that demonstrates a positive attitude to learning. One of the many ways in which students can develop their research skills is through the completion of an extended essay in the target language.

### **Communication skills**

Communication is at the heart of language acquisition. Effective communicative interactions using the spoken and written forms of a language entail: interpretation and negotiation of meaning; coherent exchange of ideas; and the ability to inform, describe, narrate, explain, persuade and argue to a variety of audiences and in different contexts. Not only does effective communication allow students to develop their linguistic skills and self-confidence, it also promotes intercultural understanding through the examination of the interrelationship between language and culture, and promotes international-mindedness through an increased awareness of the use of the target language in a variety of countries and regions.

## **Social skills**

To function effectively in the language acquisition classroom, students need to be adept at both peer-related and adult-related social communication and behaviour. These skills are closely related to communication skills and also to attributes of the IB learner profile, such as being open-minded, for example, through students showing appreciation for the culture(s) of the target language. A particularly important skill within the category of social skills is collaboration, which can be a catalyst to higher-order thinking and should, therefore, be at the forefront of teachers' minds when they are planning units of work for language acquisition classes.

## **Self-management skills**

Students should set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence. They should demonstrate initiative, perseverance and a strong willingness to learn independently. An example could be students going beyond classroom requirements and using the language in real-life situations, or seeking out native speakers in the local community with whom to practise their language skills.

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## **Materials Required for English B HL Course**

English B for the IB Diploma Programme Cambridge – Brad Philpot

The Pearl by John Steinbeck

Fahrenheit 451 by Ray Bradbury

A Notebook

A ringbinder (50 pockets for each of the four terms)

A monolingual / online dictionary (Freedictionary.com)

Thesaurus Dictionary

## **COURSE TEACHER**

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