In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content.

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 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, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

Paper 1—writing
Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types. Students respond to written tasks using appropriate language, register and format. Students develop a coherent and organized response on a range of topics.

Paper 2—listening and reading
Students produce responses that demonstrate an understanding of written and audio texts. Students demonstrate an understanding of written and audio texts. Students respond appropriately to authentic texts.

Internal assessment
Students orally react to a stimulus (literary extract for HL), respond to questions and engage in a general conversation. Students interact with the teacher using a range of language structures and registers appropriate to the context and audience. Students interact orally with the teacher using appropriate language, register and format. Students understand the topic of discussion and present an organized response, whether planned or spontaneous. Students demonstrate the ability to verbally interact in the target language in response to a literary stimulus.

Language B HL (Language B Guide 2020, p.7)

Receptive skills: Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyze arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to derive meaning.

Productive skills: Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

Interactive skills: Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

Assessment method and criteria

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The aims of language B are to encourage and enable students to:
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.

(Language B Guide: First assessment 2020, p.13)

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(Language B Guide: First assessment 2020, p.13)
This unit focuses on the current debates on global issues, especially about the environment, and
Develop students' intercultural understanding through the exposure to various texts and new
Encourage, through the study of texts and through social interaction, an awareness and
Appreciation of the different perspectives of people from other cultures and regions.
Develop awareness of the role of culture, gender, locality, language, and subculture in
relation to identity formation, shaping thoughts and behaviour.
Demonstrate an understanding of various informal text types such as commentary, blog,
oral genre, interview, embedded interview article.
Develop an awareness of the audience and proper register used in writing as a writer.
Provide students, through language learning, to the process of inquiry, with opportunities for
intellectual engagement and the development of critical- and creative-thinking skills.
Explore the themes in the novel and make connections to the English B themes, discussions on
the literary elements and the language development of Charlie Gordon are crucial to understand
these themes. In addition, students are coached to develop their skills in analysing an important
extract and relating it to English B’s I/OA requirement of an English-speak culture.
Investigative themes in the novel:
Identity
Memory and the past
Death and mortality
Biotechnology
Humanity
Intellect and Emotion: Ignorance, Intelligence, and Happiness

This unit focuses on the first literary work, Flowers for Algernon by Daniel Keyes. As this novel has
many exploration-worthy themes that can be connected to the English B themes, discussions on
the literary elements and the language development of Charlie Gordon are crucial to understand
these themes. In addition, students are coached to develop their skills in analysing an important
extract and relating it to English B’s I/OA requirement of an English-speak culture.

This unit examines how human beauty is a social construct and the relationship between
perception, health and the media. Through discussions, students deconstruct the concepts of mental health and
wellness and examine cultural stigmas. They also explore teenage health issues (eating disorders, stress,
addictions) from the perspectives of different experiences and look into the importance of a
healthy lifestyle.

This unit features the second literary work, Time Keeper. They will continue practicing extract analysis to be familiar with the skills needed in I/OA. In addition, they will explore the themes in the novel and make connections to the English B themes: "Experiences: Human Inequality". From there, discussion topics such as: the relationship between science and technology, and their impact on a community of the target language, and the future of humanity can take flight to connect fiction to real life.

This unit focuses on the current debates on global issues, especially about the environment, and
provides students with an opportunity to expand their pre-existing knowledge about
these urgent issues while sharing the same planet. As many students are likely to be aware
that natural resources are finite, the future of a sustainable world lies in the current sense of
emergency among
the young generations to raise awareness in order to take action and appropriate measure in
finding solutions and decelerating the degree of damages that have been done to the Earth.
The idea is not to dwell on the issues and problems only. Rather, the underlying purpose of the
unit is to explore how technological innovation and scientific innovation can solve global issues,
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