



Language B HL

Nature of the Subject

Language B-HL is designed to provide students with the necessary skills that enable them to communicate successfully in an environment where the language studied is spoken. In other words, it is the study of English, French or Spanish as a Foreign Language and is intended for students who have had previous academic experience with the language, but who, nevertheless, lack the linguistic proficiency required for Language A courses, in terms of grammar, vocabulary, syntax as well as other aspects of the language.

Distinction between Higher and Standard Level:

Within Language B, we provide two distinct levels of engagement for Spanish and French: Higher Level (HL) and Standard Level (SL). The Higher Level course is designed for students with a strong foundation in the language, seeking to deepen their linguistic skills and cultural understanding. It involves

a more rigorous study of literature and advanced language use, extending to complex texts and sophisticated topics. In contrast, the Standard Level course caters to students with varying degrees of prior experience with the language. The focus here is on reinforcing and expanding fundamental communication skills and fostering an appreciation for the culture associated with the language. SL students will engage with a range of texts and situations, but with less emphasis on literature and more on practical language use. Both levels, however, share a common goal: to develop an international mindset and intercultural awareness through the study of the target language.

Syllabus outline

The Language B-HL syllabus approaches the learning of language through meaning. Through the study of five themes and two literary works, students build the necessary skills to reach the assessment objectives of the course through the expansion of their receptive, productive and interactive skills.

The content of both HL and SL Language B courses explores the practical use of the language via five themes:

- Identity
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

Prior Learning

Language B students are expected to have a B2 level according to the CEFR.

Assessment Objectives

Having followed the Diploma Programme course in Language B, students will be expected 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, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

Teaching Approach

In our Language B courses, we focus on inquiry-based learning, where students actively explore and ask questions, diving into topics on their own. We emphasize understanding concepts, not just memorizing facts, so students really get the big picture. Our classes are globally oriented, helping students understand different cultures and perspectives. We recognize that everyone learns differently, so we adapt our teaching to meet these diverse needs. Finally, we encourage students to work together; this way, they learn from each other and build communication skills. These approaches help make learning more effective and engaging.

Why students might choose this subject

Studying Language B in the IB program enhances communication skills and cultural understanding. This course offers students a deeper appreciation of another culture through language study, opening up global perspectives and career opportunities. It not only improves linguistic proficiency but also develops critical thinking skills. Ideal for those aiming for international careers or education, Language B is a stepping stone to becoming a global citizen, equipped with the skills to thrive in a diverse world.

Course Assessment

The **final Diploma grade** in the subject is determined by two assessment components:

1. Internal assessment: Individual oral assessment (25%)

A conversation with the teacher, based on an extract from one of the two literary works in the syllabus (30 marks). This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

2. External assessment: Paper 1 & Paper 2 (75%)

Paper 1 (1 hour 30 minutes) 25%

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.

Paper 2 (2 hours) 50%

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.