IBO

INTERNATIONAL BACCALAUREATE ORGANIZATION

DIPLOMA PROGRAMME

Language B

For first examinations in 2004

Language B
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INTRODUCTION

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. The Diploma Programme is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

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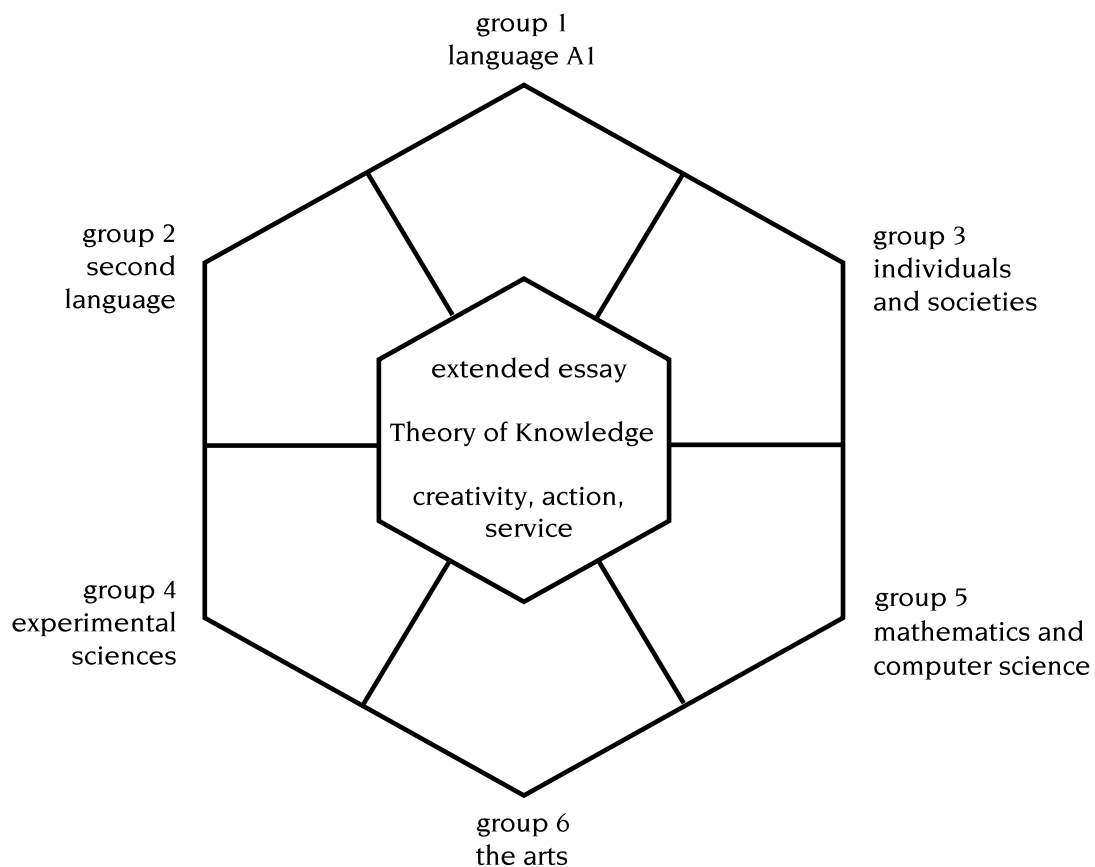
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Diploma Programme candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). Higher level courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with science laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma Programme candidates meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university. Participation in the creativity, action, service (CAS) requirement encourages students to be involved in creative pursuits, physical activities, and service projects in the local, national and international contexts.

For first examinations in 2004

GROUP 2

Group 2 consists of a broad spectrum of modern language courses and two classical languages: Latin and Classical Greek. The main emphasis of the modern language courses is on language acquisition and usage, from the comparatively elementary, practical usage at *ab initio* level to the sophisticated usage of the near-native (or bilingual) speaker who is studying a language A2. In between are the language B courses.

Each group 2 course is offered in a number of languages, which are listed on IBNET. Within each language course the syllabus and assessment details are common to all the available languages and are closely comparable in the demands that they make on students. With the exception of classical languages, the assessment is conducted in the language studied.

Modern Languages

The study of a modern language entails acquiring a language system and applying it in four active and interrelated ways: through listening, speaking, reading and writing. These four skills involve exchanging ideas and effective communication. Effective communication, in turn, involves the intellectual process of understanding how ideas can best be expressed to the audience concerned. Understanding ideas, and expressing them clearly and convincingly, demands an awareness of the cultural characteristics of the audience.

The study of a modern language, at any level, should enable students to use it spontaneously and appropriately in unfamiliar as well as in familiar circumstances. Each of the group 2 modern language courses is generally set in different communicative and interactive situations, thus reflecting the different expectations of language proficiency. The situations hypothesized at *ab initio* level are, of necessity, more mundane and everyday than their relatively sophisticated equivalents in a language A2. At *ab initio* there is an emphasis on practical utility; the domains covered by language B range from the practical and social, to the expressive and intellectual; while at A2 the student explores the subtleties of the language in a wide variety of contexts, including literature. For example, the *ab initio* student should be able to give clear directions to someone looking for the beach, and understand the information in a tourist brochure. The language A2 student, on the other hand, should be able to describe in detail the beauty of the waves, and critically analyse the misleading use of language in the brochure.

It is essential that Diploma Programme coordinators and teachers ensure that students are following the course that is most suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language, and the degree of proficiency they wish to attain by the end of the period of study, are the most important factors in identifying the appropriate placement point on the spectrum of modern language courses available. Appropriate placement is the responsibility of teachers and coordinators, not the IBO.

If students are **not** adequately challenged by their choice of group 2 course they will have been denied an educational opportunity. If, for example, they have been advised to pursue an *ab initio* course when a language B would have been more appropriate, or a language B when an A2 would have been ideal, then they will have been, in effect, advised to seek the most expedient way to amass points, in an educationally sterile fashion. Students should be encouraged to pursue a course that is rigorous and worthwhile, and that will stand them in good stead for their tertiary studies and/or careers. University admissions officers will be aware of the hierarchy of linguistic proficiency signified by the different courses.

Language *Ab Initio*

The language *ab initio* courses are language learning courses for beginners, designed to be followed over two years by students who have **no previous experience** of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses are only available at standard level.

Language *ab initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.

Language B

Mostly available at both higher and standard levels, the language B courses occupy the middle ground of the group 2 modern languages spectrum and are language learning courses for students with **some previous experience** of learning the target language. The main focus of these courses is on language acquisition and the development of skills considerably beyond those expected of an *ab initio* candidate, up to a fairly sophisticated degree at higher level.

Language B courses give students the opportunity to reach a high degree of competence in a language and explore the culture(s) using the language. The range of purposes and situations for which and in which the language is used extends well beyond those at *ab initio*, to the domains of work, social relationships, and the discussion of abstract ideas, for example. The types of language needed for these purposes and situations are more refined.

Language A2

The language A2 courses, at the upper end of the spectrum, are designed for students with an already **high level of competence** in the target language. Language A2 courses are based firmly on the study of both language and literature. The main focus of these courses is on the reinforcement and refinement of language skills, as distinct from language acquisition. Students will also be given the opportunity to explore the culture(s) of the language, and to make connections between other languages and cultures with which they are familiar. They will thus be able to use the language for purposes and in situations involving sophisticated discussion, argument and debate. The language A2 courses are available at both higher level and standard level.

Classical Languages

The classical languages courses introduce students to the languages, literatures and cultures of ancient Greece and Rome. These ancient civilizations have played a vital part in shaping many modern societies and cultures. The languages themselves are versatile and finely structured, and have had a major influence on the development of most modern European languages. The two rich and varied literatures of Greece and Rome have left their mark on almost every genre of modern writing, both within Europe and far beyond. They give enormously important insights into the cultures that produced them, and offer a bridge between the contemporary world and the often alien, but always fascinating, civilizations of antiquity.

The courses also involve studying the historical development and wider cultural achievements of the Greeks and Romans, whose political, religious and legal principles still inform the thinking of many peoples around the world. They may also encompass an examination of past technological and artistic achievements, which remain an inspiration for artists, architects and engineers across the world. It is hoped that in the future it may also be possible to introduce courses in other classical languages such as Sanskrit, Arabic and Hebrew, which have all made parallel contributions of incalculable importance to modern societies.

In all the classical languages it is a fundamental principle that the surviving texts should be studied in the original language, and that linguistic skills should lie at the heart of the courses, since it is only through a visceral understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. In order to broaden students' knowledge of classical literature, additional texts are set for study in translation, but the foundation remains linguistic. It is intended that through studying the classical languages in their cultural context, students will see that culture and language are symbiotic, and that they shape one another. At the same time, it is hoped that students will enjoy the intellectual challenge of these languages and appreciate as wide a range of texts and registers within them as possible. "The past is a foreign country; they do things differently there": it is hoped that students will become appreciative, enthusiastic, and well-informed travellers in the classical past.

Target Students: Which Course?

Teachers and Diploma Programme coordinators should ensure that, as far as possible, students are following the course that is most suited to their needs and that will provide them with an appropriate academic challenge. The following table is intended as a general guide and broadly indicates which group 2 language courses are appropriate for which students. A particular course may be appropriate even if not all the criteria apply.

For further advice on the choice of courses please contact the languages section at IBCA.

Ab initio SL	is for a beginner who: • has little or no previous experience of the language • is taught outside the country or countries where the language is spoken.
Language B SL	is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who: • has 2 to 5 years experience of the target language • is not taught other subjects in the target language • is normally taught outside a country where the language is spoken • is a beginner or near-beginner who lives in a country where the language is spoken.
Language B HL	is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who: • has 4 to 5 years experience of the target language • is not taught other subjects in the target language • is normally taught outside a country where the language is spoken.
Language A2 SL	is for a fluent language user who may not intend continuing study of the language beyond the Diploma Programme, and who: • is a native or near-native speaker wishing to study a different language as his or her language A1 • is an almost bilingual student (in reading or writing or both) • lives in a country where the target language is spoken • is taught other subjects in the target language.
Language A2 HL	is for a fluent language user who intends to study the language at this level for a future career or to meet a Diploma Programme requirement, and who: • is a native or near-native speaker wishing to study a different language as his or her language A1 • is a bilingual student (in reading or writing or both) • lives in a country where the target language is spoken • is taught other subjects in the target language.
Classical languages HL & SL	are for students who wish to study either Latin or Classical Greek as well as, or instead of, following one of the above courses.

GROUP 2 AIMS

Group 2 consists of a range of language courses accommodating the different levels of linguistic proficiency that students have already gained when they begin. There is a single set of group 2 aims, common to all the courses, but the objectives are differentiated according to what the candidates are expected to be able to demonstrate at the end of each course.

The aims of group 2 are to:

- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes

- enable students to use the language appropriately

- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures

- develop students' awareness of the role of language in relation to other areas of knowledge

- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language

- provide students with a basis for further study, work and leisure through language

- develop students' awareness of the relationship between the languages and cultures with which they are familiar.

NATURE OF LANGUAGE B

Language B is a foreign language learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills. It should not be intended solely for the study of specific subject matter or content.

Although the nature of the language B course is the same for both higher level and standard level, the two levels differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. These differences are reflected in the objectives and the assessment criteria.

At both higher level and standard level, a successful language B student should not only learn and assimilate basic language structures but should also be able to use the language in a range of situations and purposes for which and in which the language is used. These situations extend to the domains of work, social relationships and, at higher level, may include the discussion of abstract ideas. The range of texts and material that is used and the specific audiences who are addressed determine the type of language needed for these different situations and purposes. In short, the language B student learns the "rules of the game"—how to communicate effectively in a number of situations and within the culture(s) where the language is spoken.

In the context of language B the successful use of a language consists of demonstrating competence in three distinct but interrelated areas:

- **language**   handling the language system accurately (grammar, syntax, etc)

- **cultural interaction**   selecting language appropriate to a particular cultural and social context

- **message**   understanding ideas and how they are organized in order to communicate them appropriately.

These three areas form the thread that runs through the entire course and that leads students from the "nature of language B", through the description of the language skills to be acquired, to the assessment criteria.

During the course of study, and through the development of all language skills, students should be encouraged to develop confidence in the use of the language, sensitivity to the audience and an ability to communicate their ideas clearly.

LANGUAGE B OBJECTIVES

Higher Level

*The **bold** text denotes the differences between higher level and standard level.*

At the end of the language B course **higher level** candidates are expected to demonstrate an ability to:

- communicate clearly and effectively in a **wide range** of situations

- understand and use accurately oral and written forms of the language that are **essential for effective communication** in a range of **styles** and situations

- understand and use a **wide range** of vocabulary

- select a register **and style** that are appropriate to the situation

- express ideas with general clarity and fluency

- structure arguments in a clear, coherent and convincing way

- understand and **analyse moderately complex** written and spoken material

- assess subtleties of the language in a **wide** range of forms, styles and registers

- show an awareness of, and sensitivity to, the culture(s) related to the language studied.

Standard Level

*The **bold** text denotes the differences between higher level and standard level.*

At the end of the language B course **standard level** candidates are expected to demonstrate an ability to:

- communicate clearly and effectively in a **range** of situations

- understand and use accurately oral and written forms of the language that are **commonly encountered** in a range of situations

- understand and use a **range** of vocabulary **in common usage**

- select a register that is **generally** appropriate to the situation

- express ideas with general clarity and **some** fluency

- structure arguments in a **generally** clear, coherent and convincing way

- understand and **respond appropriately to** written and spoken material **of average difficulty**

- assess **some subtleties** of the language in a range of forms, styles and registers

- show an awareness of, and sensitivity to, **some elements** of the culture(s) related to the language studied.

SYLLABUS OUTLINE

Higher Level (HL) and Standard Level (SL)

Language

The presentation, explanation and review of grammatical structures and vocabulary should be integrated into the course.

The four primary language skills to be developed in an integrated way are:

- listening
- speaking
- reading
- writing.

The balance between these four language skills should be appropriate to the needs of the students, but none should be neglected.

Competence in each of the primary language skills will involve an understanding of three interrelated areas:

• language	handling the language system accurately (grammar, syntax, etc)
• cultural interaction	selecting language appropriate to a particular cultural and social context
• message	understanding ideas and how they are organized in order to communicate them appropriately.

Texts

Language skills should be developed through the use of a wide range of texts or material, which should be selected in view of their communicative purpose.

Listening	A range of spoken texts to be used to develop listening skills and strategies.
Speaking	A range of interactive situations that enable the use of the spoken language for a variety of communicative purposes.
Reading	Different types of texts that serve particular communicative purposes. Texts at HL and SL differ in their level of difficulty and complexity. Eighteen different types have been identified.
Writing	Different types of texts that serve different communicative purposes. Eight have been identified at SL and a further four at HL.

Cultural Awareness

Texts should be used as a means of exploring aspects of the culture(s) related to the language studied.

The study of cultural aspects is not an end in itself. However, by exposing students to a range of texts with different communicative purposes, they should be made aware of how culture may influence the language.

SYLLABUS DETAILS

The language B syllabus comprises three parts: language, texts and cultural awareness. These three parts should not be considered in isolation but should be fully integrated. All language skills are studied through a range of texts and materials and enable an awareness of the culture(s) where the language is spoken.

Language

Since all of the languages B offered are different in nature, it is not possible to specify the exact range of vocabulary and grammatical structures that should be taught throughout the course. These vocabulary and grammatical structures will depend on the language B taught, the circumstances in which the course is taught and the students' needs. Teachers should identify the appropriate range of vocabulary, idiomatic expressions and grammatical structures that should be included in their teaching. In order to do so, they should consider:

- the language B objectives
- the detailed description of the four language skills (provided below)
- the range of types of text that students are expected to study
- the assessment criteria for each component.

As far as possible the teaching of language structures should take place in the context of other activities, such as oral activities or the reading of texts. However, when this approach is neither possible nor appropriate, the systematic and formal teaching of these structures could be considered.

Teachers should aim to:

- provide a typical monolingual environment where teaching is provided in the target language and learning is placed in contexts that would be familiar to speakers of that language
- use "authentic" materials—spoken or written, printed or electronic materials that have been produced to satisfy the needs and expectations of speakers of that language
- expose students to the significant varieties of the language wherever possible, particularly in the case of languages that are spoken in more than one country
- encourage students to develop ways of coping with unfamiliar language and situations, and to develop their autonomy.

Introduction to Language Skills

The details given for each of the four primary language skills (listening, speaking, reading and writing) have been organized according to three distinct but interrelated areas:

- **language** handling the language system accurately (grammar, syntax, etc)

- **cultural interaction** selecting language appropriate to a particular cultural and social context

- **message** understanding ideas and how they are organized in order to communicate them appropriately.

These three areas are considered equally important and form the basis of the assessment criteria.

Although the details for each language skill are common to higher level and standard level, the degree of complexity to be taught will differ for each level. Please see "language B objectives" and "assessment criteria" to determine the differences.

The importance of the skills listed under "language" will vary according to the language studied. For example, in the case of a language with a small number of sounds, the ability to "recognize the sounds of the language that are essential for effective communication" will be less important than in another language with a larger number of sounds. Similarly, some languages rely heavily on context. In these cases, understanding grammatical structures will be less important than the ability to infer the correct meaning of words from their context.

Listening Skills

Students should be encouraged to develop the primary skill of listening in order to be able to communicate effectively with speakers of the language. To develop strategies for listening, students should be exposed to as many different types of listening experiences and situations as possible, including a variety of accents and a range of language, contexts and ideas.

At higher level, students should be encouraged to develop an understanding of and sensitivity to subtleties of the spoken language. To this end, teachers should provide material that is challenging both linguistically and in its content.

Since listening is part of oral interaction and rarely takes place in isolation, it is an integral part of the internal assessment oral component (see "assessment details"). Listening skills are therefore assessed through the ability to respond to and manipulate the spoken language.

Listening skills that students should be taught can be divided into the following three areas.

Language

The listening skills most closely related to language accuracy include the ability to:

- recognize the sounds of the language that are essential for effective communication

- recognize, and interpret correctly, the rhythms of the language necessary to meaning

- understand grammatical structures that belong to natural, idiomatic speech

- understand the language spoken at average pace

- recognize and understand a range of vocabulary.

Cultural interaction

The listening skills most closely related to cultural or social aspects of the language include the ability to:

- recognize the nuances and prompts as appropriate to the culture
- understand language appropriate to a range of commonly encountered contexts
- participate in a conversation, as it is appropriate to the social and cultural context.

Message

The listening skills most closely related to understanding a message and the message's coherence include the ability to:

- recognize how ideas are structured
- follow exchanges in conversation
- infer the implicit meanings present in spoken language
- understand and handle details relevant to a specific concept in a speech or oral presentation
- understand and respond appropriately to a series of questions.

Speaking Skills

Throughout the course students should be encouraged to engage frequently in interactive oral activities with other students. Oral activities should be part of an exchange and should not take place in isolation. Even an individual oral presentation should be addressing an audience.

A range of material should be used to stimulate oral activities. Such material may be spoken, such as a radio or television programme, a video recording, a conference, a play or a lecture. It may also be written, such as an article, an advertisement or a poem. Oral activities can then focus on analysing the material, practising new grammatical structures, developing students' awareness of the culture(s) studied and generally developing students' reading and listening skills.

Although some activities may require students to do a certain amount of preparation or research, students should be encouraged to speak spontaneously as in "real" communication. They should be taught how to communicate effectively by using appropriate language and contributing actively to the exchange.

At higher level in particular, teachers should encourage students to defend opinions and counter those of other persons. Issues discussed should go beyond everyday situations and should include fairly complex ones, such as social, cultural or global issues.

Since speaking skills are part of oral interaction, these are assessed together with listening skills as an integral part of the internal assessment oral component (see "assessment details").

Speaking skills that students should be taught can be divided into the following three areas.

Language

The speaking skills most closely related to language accuracy include the ability to:

- produce the sounds of the language essential for effective communication (NB: students are not expected to produce sounds like a native speaker)
- produce rhythms of language essential for being understood
- use a range of grammatical structures
- use a range of vocabulary
- speak with ease and fluency.

Cultural interaction

The speaking skills most closely related to cultural or social contexts include the ability to:

- respond with sensitivity to some nuances and prompts appropriate to the culture studied
- use language appropriate to a range of commonly encountered contexts
- contribute actively to a conversation, as it is appropriate to the social and cultural context.

Message

The speaking skills most closely related to the communication of a message, its organization and its coherence include the ability to:

- maintain a coherent conversation throughout an exchange
- make a coherent speech
- provide factual information on a topic, and respond spontaneously on the same topic
- express attitudes clearly.

Reading Skills

Through reading a range of texts students should develop a number of reading skills and strategies. These skills include:

- understanding of overall meaning
- scanning texts for particular details
- understanding how texts are structured
- understanding the purpose of the author in his or her communication to the audience.

The range of texts and their description in view of their communicative purposes are described under the "texts" heading later in this section.

Reading skills are assessed in the text-handling paper (paper 1)—see "assessment details".

Reading skills that students should be taught can be divided into the following three areas.

Language

The reading skills most closely related to accurate understanding of the written language include the ability to:

- understand sentence structure
- understand how linguistic cohesion is maintained in a written text
- recognize how ideas are structured (eg introduction of an idea, reinforcement of an argument)
- deduce the meaning and use of a range of unfamiliar vocabulary
- extract information from different types of texts including visuals and graphics
- understand information that is implied through the language.

Cultural interaction

The reading skills most closely related to cultural or social aspects of language include the ability to:

- understand language structures directed to the audience (eg function, intention)
- identify a range of types of text and register
- understand a range of rhetorical devices (eg metaphors, exaggerations, understatements)
- identify elements related to the communicative purpose of the text, the audience, the point or argument presented, the structure of the text, the language used and the effect(s) on the reader
- identify what is, and what is not, the personal attitude of the author.

Message

The reading skills most closely related to understanding a message include the ability to:

- understand information that is explicitly stated
- understand how ideas relate to each other
- extract key points from texts
- distinguish between key point(s) and supporting details in texts
- identify details of the text
- understand ideas that are implied through the argument.

Writing Skills

Students should be taught how to write in a range of types of texts as described under the "texts" heading later in this section. The range is smaller at standard level than at higher level. In addition to language accuracy it is essential that students are taught how to communicate effectively by writing according to the audience and type of text.

During the course of study, writing tasks should be of a communicative nature. That is to say, students should be aware of the audience for whom they are writing, the form they use in their writing, and the extent to which they are fulfilling the expectations of their readers in communicating the message.

Some writing tasks should take place in response to written texts. In such cases, students should be taught how to integrate information and manipulate the language from the original text into their response.

Writing skills are assessed in the written response (paper 1, section B) and written production (paper 2)—see "assessment details".

Writing skills that students should be taught can be divided into the following three areas.

Language

The writing skills most closely related to language accuracy include the ability to:

- construct sentences
- use devices for linguistic cohesion
- use language structures necessary for the effective organization of ideas
- use a range of vocabulary appropriately
- respond to a source text, handling the information appropriately
- imply ideas through the choice of language.

Cultural interaction

The writing skills most closely related to cultural or social contexts include the ability to:

- use language appropriate to the audience and purpose
- use language structures that directly address the audience
- use register appropriate to a range of types of text
- use a range of rhetorical devices as appropriate
- indicate personal attitude.

Message

The writing skills most closely related to the communication, organization and coherence of a message include the ability to:

- convey information clearly
- convey concepts clearly
- organize key points effectively into an overall plan
- provide supporting details (eg examples, justifications) for the key point(s)
- imply ideas through the way they are presented and structured.

Texts

Language skills should be developed through the use of a wide range of texts and material. Teachers and students are encouraged to choose their own texts—written, spoken, literary or non-literary.

Since the purpose of learning a language B is to communicate in that language, texts should be considered in view of their communicative purpose, that is, the apparent intentions of the author when communicating to the audience and how these intentions are reflected in the choice of language.

Texts for listening or reading tasks should therefore be selected according to the aim of the author and the type of language that has been used. Similarly, speaking and writing tasks should address a specific audience and have clearly identifiable aims. To this end, students should be taught how to communicate according to a specific purpose by selecting appropriate language and presenting ideas in a convincing manner.

Texts may serve a range of communicative purposes such as describing or explaining, telling a story or presenting an argument. Within each communicative purpose there may be a different level of personal involvement. For example, a description may aim at providing information in an objective way or it may aim at affecting the reader through evocation. Depending on the aim of the description, the language will be different. Types of text have been divided according to the particular communicative purpose that they serve and are described further on.

Literary Texts in the Higher Level Course

Developing students' abilities both to understand and to use clear, vivid, and imaginative language should form an important element of the teaching of language B at higher level. Accordingly, teachers should encourage students to appreciate and to develop their own expression through the study of examples of high-quality texts. Such texts may usually, but not exclusively, be called "literary".

The study of literary texts may be of particular help in developing competence in reading skills, writing skills and the study of culture. In these three areas, literary texts will help students to understand the use of rhetorical techniques, cohesive devices, structure and conventional form.

Students will neither be assessed on their knowledge of specific texts, nor of academic literary terminology, nor of literary history.

Listening

Within the context of language B, listening and speaking should form an integral part of the syllabus and internal assessment. Since listening skills are internally assessed, no specific list of texts has been identified for listening purposes. However, teachers may wish to refer to the section entitled "descriptions of types of texts that serve particular communicative purposes" and adapt it to the study of spoken texts, if deemed appropriate.

Materials used should be authentic. The following is a list of suggested sources of spoken material and their possible communicative purposes.

Source of spoken material	Possible communicative purposes
news bulletin	• description • explanation • spoken interaction
documentary	• description • explanation • argument
feature programme	• description • explanation • argument
interview	• spoken interaction • explanation • argument
speech	• argument • narration • graphics
advertisement	• description • exploration
film or video	• narration • spoken interaction
songs	• exploration
interactive video	• description
conference, lecture	• description • argument • analysis and critique

Speaking

In the context of language B, spoken language is interactive, spontaneous and in response to a specific situation. Teachers may wish to refer to the section entitled "descriptions of types of texts that serve particular communicative purposes" in order to help them identify the varieties of the language. Students should be taught how to select language appropriate to a situation and present ideas in a coherent and convincing manner.

The following is a list of possible conversational situations and their communicative purposes.

Conversational situations	Possible communicative purposes
making a class presentation or a speech	• description • narration • explanation • argument • graphics (these will depend on the subject matter)
defending an opinion in a debate	• explanation • argument
giving instructions	• description • graphics
interviewing a character, real or fictitious	• spoken interaction
taking part in a role play	• spoken interaction • explanation • argument

Reading

A number of types of texts that serve a particular communicative purpose have been identified and are listed below. Since the ability to understand language is generally expected to be greater than the ability to produce language, the range of texts selected for reading tasks is wider than for writing tasks.

The level of difficulty and complexity of the texts should be different at higher level and standard level, and should reflect the differences in the language B objectives regarding the range of vocabulary and written forms of the language. At higher level, the range of texts should include some of a literary nature. Higher level students should also be taught how to analyse the communicative purpose of the texts.

Students should be taught how to recognize the communicative purpose of the texts and how to respond appropriately to the texts.

Please note that for teaching purposes the following list is not exclusive and teachers may wish to expose students to a wider range of texts. However, texts included in the text-handling paper (paper 1) will be taken from this list.

Prescribed communicative purposes			Examples
description	• factual	➡	set of instructions
	• evocative	➡	travel brochure
narration	• factual	➡	news story
	• imaginative	➡	short story
written interaction	• informal	➡	letter to family or friends
	• formal	➡	business letter
spoken interaction	• transcribed	➡	play-script
	• reported	➡	interview
explanation	• factual	➡	report
	• argumentative	➡	proposal
argument	• controversial	➡	editorial
	• balanced	➡	debate for or against
analysis and critique	• subjective	➡	review, biography
	• objective	➡	academic analysis
exploration	• promotional	➡	advertisement
	• poetic	➡	poem
graphics	• factual	➡	diagram of scientific text
	• imaginative	➡	cartoon

Writing

Some of the texts identified for reading tasks can also be used for writing tasks and will be assessed in the written response (paper 1, section B) and the written production (paper 2). The number of types of texts for writing tasks is larger for higher level students than for standard level students.

Standard level students should be taught how to produce texts that serve the following communicative purposes.

Prescribed communicative purposes			Examples
description	• factual	➡	set of instructions, guidelines, introduction
narration	• factual	➡	statement to the police
	• imaginative	➡	anecdote
written interaction	• informal	➡	letter to friend or family
	• formal	➡	business letter, job application
explanation	• factual	➡	report of a situation or event
argument	• controversial	➡	letter to a newspaper, speech on controversial issue
analysis and critique	• subjective	➡	review of book, film or play

In addition to the texts identified for standard level students, **higher level** students should be taught how to produce texts that serve the following communicative purposes.

Prescribed communicative purposes			Examples
description	• evocative	➡	brochure, pamphlet
spoken interaction	• reported	➡	interview
explanation	• argumentative	➡	proposal
argument	• balanced	➡	essay, analysis of evidence

Descriptions of Types of Texts that Serve Particular Communicative Purposes

Each communicative purpose of a text may be conveyed in many ways in different languages and cultures. However, some common approaches can be identified.

As a general rule, the intentions and attitude of the author will determine a specific form or expression. The language chosen will depend on the audience and on whether the author is subjective or objective. Careful selection of language will determine whether the author is successful at communicating the message appropriately. This will include the appropriate use of grammar, syntax, phrasing and vocabulary specific to each particular communicative purpose.

The following descriptions are intended as a simple guide to enable teachers to recognize common, generic aspects of texts. How much detail teachers should teach will depend on the level (HL or SL). Consequently, the following descriptions need to be read in conjunction with the language B objectives and assessment criteria.

Please note that individual texts, such as those given as examples, may have the characteristics of more than one communicative purpose.

Description: Presentation of factual detail

Factual	The author's aim is to convey factual information, normally in an objective way. The text usually emphasizes key points, and provides a balance between key points and supporting detail such as examples or explanations. The language is precise and follows certain conventions.
	Examples: a guide, a set of instructions or guidelines.
Evocative	The author's aim is to give a personal view of a subject with the intention of making an impact on the reader. Impression is more important than strict factual accuracy. As a consequence, the language may be unusual and selected for its expressiveness and general effect, rather than for its correctness.
	Examples: a portrait of a person or a travel brochure.

Narration: Presenting a sequence of events

Factual	The author's aim is to present a precise sequence of events. The author should be objective, though not necessarily impersonal. Paragraphing and linguistic cohesion devices normally emphasize links between cause and effect clearly and precisely. The language used is likely to be formal.
	Examples: a hard news story or a statement to the police.
Imaginative	The author's aim is to entertain and stimulate the reader's interest. The approach will depend on the author's point of view but will concentrate on involving the reader or audience. The language is selected to create a coherent artistic impact, and may range from the formal to the colloquial.
	Examples: a short story or an anecdote.

Written interaction: Personal communication through written language

Informal   The author's aim is to communicate with a person he or she knows. The information may be conveyed by references and allusions, and the presentation may appear casual and unplanned. The tone is usually open, personal and direct and it may be entertaining and intimate. Formal layout and salutations are inappropriate, but some conventions are necessary, such as greetings used in informal letters. The language is likely to be colloquial, and reflects the author's everyday idiom.

Examples: a letter to family or friends.

Formal   The author's aim is to communicate with someone to whom he or she is not normally close. The tone may be relatively reserved and impersonal. The presentation suggests methodical organization and careful choice of detail, and may include explanations, descriptions or proposals. The language and layout follow conventions appropriate to each language and/or culture.

Examples: a business letter or a job application letter.

Spoken interaction: Personal communication through spoken language

Transcribed   The author's aim is to capture the complexities of oral communication in written form. The author's attitudes or views are implicit in the presentation of the characters' explicit interactions. The overall point of the discussion becomes clear through interaction, contrast and debate. The language is usually realistic, and suggests the different language style of each participant.

Examples: a dialogue transcription, drama or screenplay.

Reported   The author's aim is to use quotations from a previous interaction between an interviewer and an interviewee to develop and support a description, an explanation or an argument. The text shows some subjectivity in that the interviewer describes a personal experience, but is expected to allow the interviewee's views to be objectively represented. The language varies according to the subject and the interviewer, but (oral) quotation and (prose) commentary are clearly identifiable.

Examples: a newspaper profile or a research interview.

Explanation: Relating cause and effect

Factual   The author's aim is to develop an analysis that looks back at a state of affairs. The author is expected to be objective. The explanation is methodical, organized and reasoned. The language may be neutral. It may use a sophisticated academic or technical range of vocabulary and terminology.

Examples: a report of a situation or event, or an analysis of a type of technology.

Argumentative   The author's aim is to develop an analysis that looks toward the future. The author is expected to be objective, but it is understood that judgment about possible future situations may involve interpretation and choice. An argumentative explanation is methodical, organized and reasoned. The language is similar to that of a descriptive explanation (ie academic, technical), but since it involves persuasion, there may be a range of vocabulary and phrasing also found in a controversial argument.

Examples: a proposal for change or a prediction based on a current situation.

Argument: Discussing in a logical manner

Controversial   The author's aim is to express a belief or point of view, and to attempt to convince an audience. A controversial argument usually incorporates a reasoned argument, but its main purpose is to persuade or impress. It is expected to be subjective. The effectiveness of the text is likely to depend on the force of expression. It should have a clear and consistent overall direction and purpose, although there may be digressions (such as anecdotes) to illustrate a point. The language may vary greatly, even within a single text (for instance, deliberate contrast of formal and colloquial for effect), and may be highly conventional in certain contexts or cultures.

Examples: a political speech, an editorial or a letter to a newspaper.

Balanced   The author's aim is to express a reasoned presentation of a specific point. The author is generally expected to be objective. Clear arguments should be appropriately supported by factual data and evidence, and the chosen subject area is expected to be covered methodically and thoroughly. Paragraphing and linguistic cohesion devices are carefully selected to support the logic of the argument. The language is normally formal or neutral, but formality may be broken deliberately for effect.

Examples: a definition, a debate for and against an issue, an analysis of evidence, a presentation of a point of view, or an essay.

Analysis and critique: Presentation of opinions and personal reactions

Subjective   The author's aim is to give an individual reaction and express personal taste about something. The critique can be influenced by what is being analysed, the context of the publication, and/or the author's personal style. It is less likely to be organized in a formal manner than an explanation or an argument. The language is normally neutral or colloquial.

Examples: a review of a book, film or play, or a biography.

Objective   The author's aim is to analyse a text or material and its effects on its audience. Paragraphing and using linguistic cohesion devices should reinforce the clear, precise and thorough explanation of how the chosen subject works. The analysis is supported by appropriate quotation. The language and structure of the analysis vary according to cultural tradition. Language may be highly specialized, technical and formal, or colloquial, personal and informal.

Examples: a text commentary, a detailed academic analysis of a work of literature, a film or music.

Exploration: Experimenting with language

Promotional   The author's aim is to interest and convince the reader by transmitting enthusiasm for a product or service while describing its remarkable qualities through exaggeration, imagery, glamour, wit or humour. Promotional texts are usually succinct and generally depend on figurative imagery and associations rather than methodical exposition. Although the language chosen varies widely, it must appeal to the target audience.

Examples: a television advertisement, a magazine advertisement or a promotional pamphlet.

Poetic   The author's aims are many and these may include to move and inspire the reader. Poetic writing may create a wide range of reactions in the reader including awe, passion, emotion or vision. Poetic language is often dense with meaning and levels of interpretation.

Examples: a poem or song lyrics.

Graphics: Relating language and graphic art

Factual   The author's aim is to use a combination of visuals and language to present information. The language included in the visual (which may be complex) is usually simple. However, the related written texts are likely to be more sophisticated linguistically and are aimed at developing the message presented by the graphics.

Examples: a diagram in a scientific text or a flow chart.

Imaginative   The author's aim is usually to entertain through storytelling. The text combines short dialogue with vivid visuals. The aim may also be to inform, or to provoke a reaction. Because of its nature only main aspects are included. The story is edited into key points of plot, which combine significant dialogue and striking images. The language is usually widely accessible, colloquial or informal.

Examples: a cartoon, a comic or a web site page.

Cultural Awareness

Texts should be used as a means of developing students' awareness of cultural aspects.

Although teachers may need to provide some basic information about the culture(s) related to the language studied, the study of cultural aspects must not be an end in itself. Rather, it should be a means of developing students' understanding of the culture(s) concerned in order to improve communication and understand how language is influenced by cultural aspects. Consequently, the study of cultural aspects should be seen as a means of encouraging students to:

- develop and practise language skills
- study the appropriate range of types of texts that serve particular communicative purposes
- develop some understanding of, and sensitivity to, cultural conventions of communication such as appropriate use of register
- develop a sensitivity to general cultural aspects and attitudes related to the use of the language studied.

Textual material should be about issues of contemporary concern, generally drawn from contemporary sources. Non-contemporary materials should be considered in terms of their relevance to contemporary events or situations. At higher level literary texts may be useful in providing examples of typical situations, experiences, issues and values.

In the case of languages that are spoken in more than one country, students should be made aware of the varieties and differences of language between the countries concerned. Cultural aspects should be selected according to students' and teachers' needs and interests.

Factual knowledge as such is not formally assessed.

Possible areas of study

Teachers and students should consider a number of different areas, chosen to stimulate understanding of significant aspects of the culture(s). Such areas might be:

- social groupings (such as the family or minorities)
- political institutions, philosophies and programmes
- international issues (such as globalization) and their relationship to the culture(s) studied
- perspectives provided by the media
- traditions and conventions in the arts
- typical or distinctive leisure activities.

Principles of Course Design

When designing a language B course of study teachers should pay particular attention to the following principles of course design.

Variety

Teachers should ensure that their students:

- are introduced to the full range of types of texts appropriate to the level, as listed in the "syllabus details"
- practise the language through a range of classroom activities
- master the language skills through a range of individual tasks.

Integration

Teachers should ensure that their students:

- practise the four primary language skills (listening, speaking, reading, writing)
- can move easily from one language skill to another (such as writing in response to a written text or speaking in response to listening material)
- consider and explore links with other areas of knowledge (including the other subject areas in the IB Diploma Programme).

Teachers are reminded that the three parts of the syllabus (language, texts and cultural awareness) complement each other and should be integrated. Language should be developed through texts that reflect the culture(s) concerned.

The following are possible ways of integrating various aspects.

Class-based activities

Most class-based activities should integrate a number of aspects of the syllabus. Examples could include:

- collectively working out the answers to a number of questions on a text that students have read (or on a tape that they have heard) and reporting back to the class
- working on a project that would require: reading and listening in order to gather information; designing a questionnaire; interviewing native speakers of the language; reporting back to the class; and writing documents, guides or letters in response to the information.

Out-of-class activities

Wherever possible, students should be encouraged to practise the language with native speakers through correspondence, use of e-mail, language clubs, etc.

As well as encouraging the students' personal development, use of the Internet can help them develop their reading skills as well as their awareness of the culture(s). They can be encouraged to search for information, compare various sites on a topic, summarize the results, present them to the class and write a response by e-mail.

Dossier

Students could be encouraged to keep a personal dossier. A dossier is personal to each student and could take many forms. It would consist of:

- a collection of material related to the target language, such as articles, advertisements, etc

- responses to the material, produced by the student, such as letters to the editor in response to an article or advertisement.

Transparency and Responsibility

Teachers should ensure that their students:

- are given clear information about the aims, objectives, syllabus and assessment criteria
- are involved in the selection of material to be studied
- take responsibility for their own language development.

Personal Development

Through a student-centred approach, teachers should ensure that their students are given the opportunity to develop their confidence, self-expression and sensitivity to the culture(s) related to the target language. This could be achieved by encouraging students to become independent learners and to practise the language in and outside the classroom.

ASSESSMENT OUTLINE

Higher Level

For first examinations in 2004

External Assessment: Written Component   70%

Paper 1: Text Handling   1½ hours   40%

Reading   27%

Questions based on a number of written texts

Written response   13%

A short writing exercise in response to a written text

Paper 2: Written Production   1½ hours   30%

One writing task from a choice of six

Internal Assessment: Oral Component   30%

Two oral activities to be internally assessed by the teacher and externally moderated by the IBO

Individual Oral   15%

Based on a stimulus chosen by the candidate

Interactive Oral Activity   15%

The mark of one interactive oral activity

Standard Level

<div style="text-align: center;">*For first examinations in 2004*</div>

External Assessment: Written Component   70%

Paper 1: Text Handling   1½ hours   40%

Reading   30%

Questions based on a number of written texts

Written response   10%

A short writing exercise in response to a written text

Paper 2: Written Production   1½ hours   30%

One writing task from a choice of four

Internal Assessment: Oral Component   30%

Two oral activities to be internally assessed by the teacher and externally moderated by the IBO

Individual Oral   15%

Based on a stimulus chosen by the candidate

Interactive Oral Activity   15%

The mark of one interactive oral activity

ASSESSMENT DETAILS

Higher Level and Standard Level

External Assessment: Written Component   70%

Paper 1: Text Handling   1½ hours   40%

The aim of the text-handling paper is to assess the candidates' abilities in reading and handling information from a range of texts. Although the format of the paper is similar at both higher level and standard level, the overall reading material is shorter and less complex at standard level in keeping with the language B objectives.

General

- Paper 1 is externally set and externally assessed.
- Paper 1 is divided into two sections:
  - section A: reading
  - section B: written response.
- All texts and questions are in the target language.
- All responses must be written in the target language.
- Dictionaries are not permitted.

Texts

- Paper 1 includes several written texts. The number of texts may vary depending on level, language and the length of the individual texts.
- All texts have different communicative purposes as specified in the texts section of "syllabus details".
- The texts are set at different levels of difficulty.
- The final text is used for section B only.
- The content, length and difficulty of the texts are different at higher level and standard level, thus reflecting different levels of linguistic and reading ability.
- At higher level, at least one of the texts is literary in nature.

Section A: Reading

The aim of the reading section is to assess, through a number of questions, the candidates' ability to read a range of texts.

Candidates are likely to spend approximately one hour on this section.

The total number of marks in this section is:

- higher level—40 marks
- standard level—30 marks.

Questions assess a range of reading skills such as:

- understanding of overall meaning
- scanning texts for particular details
- understanding structural features (such as cross references within the text)
- interpreting words and phrases, from context
- understanding grammatical features functioning in context
- identifying communicative purposes.

Questions are varied and may include some of the following types:

- multiple-choice questions
- choosing which of a number of sentences are true according to the text
- identifying whether an explanation or definition is true or false and finding the evidence for this in the text
- justifying an interpretation by locating evidence or key phrases (eg Where does the author say xxx?)
- short-answer questions
- chart-filling exercises
- gap-filling exercises based on comprehension of the text
- matching summary sentences with different paragraphs of the text
- matching ideas or sequences with pictures
- identifying who says what in a text or a series of short texts
- identifying specific content items
- identifying related ideas that are in different parts of the text
- matching words or phrases from the text with definitions
- identifying precise references of key phrases or structures (eg On line x, to whom does the word "they" refer?)
- identifying clear inference from concepts (eg The text says that 60% of people think x. What does this mean with regards to the remaining 40%?).

Section B: Written response

The aim of the written response is to integrate reading and writing skills. Candidates are expected to manipulate the language and information given in a source text, and integrate them in their response in order to communicate to a specific audience. For example, in response to an advertisement for a summer course, candidates might be asked to write a letter of application referring to the facilities offered, or to write a page of their diary at the end of the first week of the course.

- Candidates are likely to spend approximately half an hour on this section.

- Two different tasks are set on the final text.

- Candidates are required to choose **one** task only.

- The candidates are expected to base their answers on their understanding of the text and its details. They should not copy directly from the source text but should adapt the original text and integrate it with their responses.

- The tasks require the candidates to answer in a specific type of text using language appropriate to this type of text and its audience (see "syllabus details" for the communicative purposes that are prescribed at higher level and standard level).

- The types of texts set in this section are not repeated in paper 2 (written production). For example, if one of the tasks asks for a formal letter, no formal letter will be set in paper 2. The types of texts set will vary from year to year and will be determined by how appropriate they are as a response to the source text.

- A minimum of 100 words (120 characters in Chinese and 200 characters in Japanese) is expected at both higher level and standard level.

Paper 2: Written Production   1½ hours   30%

The aim of the written production is to assess the candidates' abilities to communicate accurately for a range of purposes. It enables them to make use of their extensive reading (including literary texts) and their awareness of the culture(s) studied, as well as their personal experience.

- Paper 2 is externally set and externally assessed.

- All responses must be written in the target language.

- Dictionaries are not permitted.

- Paper 2 consists of six tasks at higher level and four tasks at standard level.

- Candidates are required to choose **one** task only.

- The tasks offered are varied and each one requires the candidates to answer using a specific type of text, such as a formal letter or a report. To this end, candidates need to identify the communicative purpose(s) of the task in order to use a language appropriate to the type of text and its audience (see "syllabus details" for the communicative purposes that are prescribed at higher level and standard level).

- The types of texts required are different from those in paper 1, section B (written response).

- To ensure that the assessment criteria can be applied in their entirety, candidates are expected to write a **minimum** number of words. They are:

  - higher level—400 words (480 characters in Chinese and 800 characters in Japanese)

  - standard level—250 words (300 characters in Chinese and 500 characters in Japanese).

  Candidates writing fewer than the minimum number of words will not be able to reach the higher descriptor levels (see "assessment criteria").

  Although there is no upper word limit, students should be made aware that quality is more important than quantity, and care should be taken to meet the requirements of the assessment criteria.

Internal Assessment: Oral Component   30%

Introduction

Language B internal assessment consists of oral work that comprises **both** listening and speaking. The assessment of oral work should take place **during the final year of the course**.

The aims of internal assessment are to:

- ensure an overall, balanced assessment of the candidates' oral proficiency in a variety of contexts
- take into account teacher assessment in the candidates' overall score
- allow the inclusion of activities that may be difficult to assess externally.

Although the format of internal assessment is the same at higher level and standard level, the differences in content and level of difficulty are reflected in the objectives and assessment criteria.

Requirements

The internal assessment:

- is based on oral work only
- should include an element of response to the spoken language (through conversational exchanges and/or in response to oral material such as items from television, radio)
- takes place in the final year of the course, at a time/times convenient to the teacher, consistent with IBO deadlines
- is assessed by the teacher using the language B oral descriptors (see "assessment criteria")
- is externally moderated by the IBO
- consists of two activities: an individual oral and an interactive oral activity.

Individual Oral   Approximately 10 minutes in total   15%

The individual oral may take place at any time during the final year of the course. Candidates should be given adequate notice of when the individual oral is to take place.

Cassette recordings of the individual oral will be required for external moderation. Procedures for the recording and sending of cassettes are provided each year in the *Vade Mecum*. It is essential that teachers obtain this information from their Diploma Programme coordinator.

The individual oral may take place in or out of the classroom context. However, care should be taken to ensure that high-quality recordings are sent for moderation.

The individual oral consists of **three** parts: an interview in two parts and a general discussion.

- **Interview—part 1:**   a presentation based on support material chosen by the candidate   **3–4 minutes**

- **Interview—part 2:**   follow-up questions and discussion between the teacher and the candidate   **3–4 minutes**

- **Part 3:**   general discussion   **3–4 minutes**

The timings given for each part of the individual oral are approximate since these will depend on the flow of the conversation. The teacher is best placed to decide the appropriate moment to move on to the next part. However, all three parts must be covered and a reasonable balance must be kept between them.

Preparation for interview—part 1 (presentation)

Before the day of the individual oral, candidates prepare a 3- to 4-minute presentation. No supervised preparation period will be necessary on the day itself.

The candidates should choose as a starting point support material that will enable them to reflect on the culture(s) studied during the course. This may be a printed text, some listening material (song, television programme, etc) a picture, a photograph, an object, an item from a personal dossier, etc. Material containing language (ie text, listening material) should be in the target language.

Before the day of the individual oral teachers should:

- advise candidates on choosing an appropriate topic and support material
- prepare for the interview by familiarizing themselves with the topic to be presented
- encourage candidates to be concise and effective in their presentation.

The candidates are allowed to take brief working notes (approximately ten short points) into the interview room. These notes should be used for reference only and must **not** be read aloud as a prepared speech. Candidates should also be reminded that they should not rote-learn or rehearse their presentation to the point of making it unnatural.

Interview—part 1: Presentation (3–4 minutes)

The presentation might include:

- a brief description of the chosen material
- a rationale for the choice of material
- an analysis of the chosen material.

The purpose of this activity is for candidates to show that they are able to speak freely and coherently about something that they know about. Teachers should avoid interrupting the flow of the presentation unless the candidate needs guidance.

Interview—part 2: Follow-up questions (3–4 minutes)

Following the candidate's presentation, the teacher should discuss the subject with the candidate. Questions asked by the teacher should:

- probe more deeply into the candidate's understanding of the culture(s) reflected in the material
- encourage the candidate to express opinions
- develop and broaden the discussion
- challenge the candidate's views in order to generate an authentic discussion.

Teachers should not limit themselves to a question and answer format but should rather attempt to engage in an authentic discussion. They should ask clear and precise questions that are adapted to the level of the candidates. Questions should be open questions such as "why?" and "how?", and should not require simply a "yes" or "no" answer.

Part 3: General discussion (3–4 minutes)

The teacher should discuss other, more general, subjects with the candidate. These might include such topics as:

- the candidate's own interests (eg, a favourite book or film)
- issues affecting young people in general (eg, relationships, education, employment)
- social issues (eg, crime, drugs, health)
- global issues (eg, current affairs, conservation, energy, war, terrorism).

Although the discussion may refer to work done in class, it is not intended to test what the candidate has studied over the two years.

Especially at higher level, discussion should go beyond the candidate's daily routine or future plans, and should test his or her ability to defend opinions and counter those of another person.

This part of the individual oral is essential to assessing the candidate's abilities to communicate and interact in an independent manner. It should be, as far as possible, an authentic conversation with the teacher taking an active part in the exchange in order to assess the candidate's listening skills.

Teacher's role

Although the teacher should not normally intervene during part 1 of the individual oral, it is essential that he or she plays an active role in part 2, and increasingly so in part 3 in order to apply the assessment criteria successfully. Teachers must remember that the purpose of the oral component is to assess the candidates' abilities both to speak and understand the spoken language.

For this reason it is important that teachers familiarize themselves with the assessment criteria. They should ensure that the complexity of the exchange is adapted to the candidates' abilities. Therefore, the level of sophistication of both the information they provide and the language they use should be adapted to the candidates' level, to give the candidates adequate opportunities to demonstrate their speaking and listening abilities.

Teachers should avoid dominating the conversation, but should rather support and elicit language from the candidates.

Interactive Oral Activities   15%

Oral skills should be developed through a number of interactive oral activities which should form an integral part of classroom activities. Where there is only one student in the class, these activities should be carried out either with students from a different class or with the teacher.

The mark of **one** interactive oral activity (normally the best one) will be kept for the internal assessment component. Cassette recordings of the interactive orals are **not** required for moderation.

During these activities, teachers should ensure that a balance of speaking and listening is taking place so that both skills can be assessed. Listening skills can be assessed in several ways which may include the understanding of recorded materials (such as radio or television programmes) or spoken contributions made by individuals (such as teachers, other students or outside speakers).

Interactive oral activities may be based on a range of material in the target language (advertisements, literary texts, films, recordings, etc) and related to the culture(s) studied. Depending on the activity, material may be selected by the teacher or students or both.

The following are examples of possible activities.

Whole-class activities

Examples of possible whole-class activities are:

- a debate on a particular issue related to the target language or culture(s)

- a presentation of a particular topic followed by a whole-class discussion

- a study of a video or audio recording of a play or scenes from a play, followed by a discussion regarding the plot and/or the actors' interpretations.

Group or pair activities

Examples of possible group or pair activities are:

- a discussion on a particular aspect of a writer's work

- a role play that may involve some element of decision making or problem solving

- an interpretation of video images without hearing the words

- a discussion on the possible conclusion of a film or television programme

- an exchange of information based on a variety of written and visual stimuli (charts, timetables, pictures, surveys, street plans or maps, diary items, advertisements, etc)

- a role-play interview between a character from a work of fiction and a candidate (as him/herself or in another role, such as a psychiatrist or a social worker).

ASSESSMENT CRITERIA: GENERAL

The method of assessment used by the International Baccalaureate Organization (IBO) is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates by their performance in relation to identified assessment criteria and not in relation to the rest of the candidates.

Paper 1, section A (reading) is assessed according to paper-specific markschemes for each language and level.

Paper 1, section B (written response), paper 2 (written production) and the internal assessment (oral component) are assessed according to sets of assessment criteria and markband descriptors which are the same for all languages B.

A number of assessment criteria have been identified for each part of the assessment for which there is no paper-specific marking scheme, that is written response, written production and internal assessment. These criteria are related to the objectives established for the language B course.

The assessment criteria have been organized according to the three areas that underlie the course:

- **language**   handling the language system accurately (grammar, syntax, etc)

- **cultural interaction**   selecting language appropriate to a particular cultural and social context

- **message**   understanding ideas and how they are organized in order to communicate them appropriately.

The assessment criteria and markband descriptors (referred to as "descriptors" in this document) appear on the following pages. Different sets of descriptors are provided for higher level and standard level.

For each assessment criterion, six descriptors are defined, denoting achievement levels 0–10. The lowest level of achievement is represented by 0; the highest level of achievement is represented by 10.

The descriptors concentrate on positive achievement although, for the lower levels, failure to achieve may be included in the description. The first line in each descriptor is a summary of that descriptor.

For each assessment criterion, teachers should find the descriptor that conveys most adequately the achievement level attained by the candidate's work. They should then judge whether the work should be placed at the top of that band or at the bottom of it.

Using the Assessment Criteria

- When assessing a candidate's work, teachers should read the descriptors for each criterion, starting with level 0, until they reach a descriptor that denotes a level of achievement that the work being assessed has not attained. The work is therefore best described by the preceding descriptor. Teachers should then choose one of the two levels within the band.

- If, however, a piece of work seems to fall between two descriptors and only partially fulfills the requirements of the higher one, then teachers should reread both of the descriptors in question and choose the one that more appropriately describes the candidate's work.

- Only whole numbers should be recorded; partial marks, fractions and decimals are not acceptable.

- Teachers should not consider the descriptors as marks or percentages. Although the achievement levels are ultimately added together to obtain a total mark for a particular component, teachers should not assume that there are other arithmetic relationships (for example, a level 4 performance is not necessarily twice as good as a level 2 performance).

- The highest descriptors do not imply a faultless performance, but should be achievable by a foreign language learner who has studied the language prior to beginning the IB Diploma Programme. Teachers should not hesitate to use the extremes (level 0 and level 10) if they are appropriate descriptions of the work being assessed.

- A candidate who attains a high level of achievement for one criterion will not necessarily reach high levels of achievement for the other criteria. Conversely, a candidate who attains a low level of achievement for one criterion will not necessarily attain low levels of achievement for other criteria.

- Teachers should not assume that the scores of a group of candidates being assessed will follow any particular distribution pattern. Similarly, teachers should not think in terms of a pass/fail boundary or make comparisons with the IBO 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The descriptors should be available to candidates at all times.

ASSESSMENT CRITERIA HL

External Assessment

Paper 1, Section B: Written Response

Criterion A: Cultural Interaction

To what extent does the candidate select language appropriate to the audience and type of text?

- *How appropriate and clear is the use of register and style to both the type of text required and the audience?*
  (*Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning.*)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The response is barely adequate.**
- The use of register and style is rarely appropriate to both the type of text required and the audience; language mistakes generally obscure meaning.

3–4   **The response is generally adequate but not always convincing.**
- The use of register and style is sometimes appropriate to either the type of text required or the audience; language mistakes often obscure meaning.

5–6   **The response is competent and mostly convincing.**
- The use of register and style is generally appropriate to both the type of text required and the audience; language mistakes obscure meaning at times.

7–8   **The response is convincing.**
- The use of register and style is appropriate to both the type of text required and the audience; language mistakes rarely obscure meaning.

9–10   **The response is convincing and shows some imagination.**
- The use of register and style is highly appropriate to both the type of text required and the audience; language mistakes do not obscure meaning.

Criterion B: Message

To what extent does the candidate include all necessary information from the source text in the message?

- *Does the candidate seem to have understood the source text thoroughly and perceptively?*
- *Has the candidate provided all the details from the source text that are relevant to the task?*
- *How appropriately have the details from the source text been used in the written response, without undue copying of the source text?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The understanding of the source text seems fairly limited.**
- The details selected from the text are generally insufficient and/or irrelevant.
- Many parts of the source text have been copied because of limited understanding.

3–4   **The understanding of the source text seems adequate.**
- The details selected from the text may be partly insufficient and/or sometimes irrelevant.
- Some parts of the source text have been copied because of some difficulties with understanding.

5–6   **The understanding of the source text seems competent.**
- Sufficient relevant details have been selected from the text.
- The selected details are used appropriately to some extent, without undue copying of the source text.

7–8   **The understanding of the source text seems very good.**
- Many relevant details have been selected from the text.
- The selected details are mostly used appropriately without undue copying of the source text.

9–10   **The understanding of the source text seems thorough and perceptive.**
- Almost all relevant details have been selected from the text.
- The selected details are all used appropriately without undue copying of the source text.

Paper 2: Written Production

Criterion A: Language

To what extent does the candidate write the language fluently and accurately?

- *How varied and accurate are the grammar and vocabulary used by the candidate?*

- *How clear are the sentence structures? To what extent is the candidate able to use complex structures?*

- *How accurate is the spelling or calligraphy?*
  (The importance of the spelling or calligraphy varies from language to language. For example, calligraphy is important in languages such as Chinese and Japanese, whereas spelling takes greater importance in languages such as English or Russian.)

- *Has the candidate written the prescribed minimum number of words?*
  (Levels 5 to 10 may only be awarded for this criterion if at least the minimum number of words has been written.)

Achievement Level

0   **Level 1 is not achieved.**

1–2   **Command of the language is very limited and generally ineffective.**
- A very limited range of grammar and vocabulary is used, with errors in many basic constructions.
- Commonly encountered sentence structures are rarely clear; complex structures are either not attempted or unclear.
- Spelling/calligraphy is rarely correct and often difficult to understand.

3–4   **Command of the language is fairly limited with many inaccuracies.**
- A limited range of grammar and vocabulary is used, with errors even in some basic constructions.
- Commonly encountered sentence structures are sometimes clear; complex structures are either rarely attempted or generally unclear.
- Spelling/calligraphy is sometimes correct but difficult to understand.

5–6   **Command of the language is effective despite some inaccuracies.**
- A range of grammar and vocabulary is used; common constructions are generally accurate but there are frequent errors in complex constructions.
- Commonly encountered sentence structures are used clearly, but complex structures may be unclear.
- Spelling/calligraphy is mostly correct and understandable.
- At least the prescribed minimum number of words has been written.

7–8   **Command of the language is good and effective.**
- A range of grammar and vocabulary is used accurately despite some errors in more complex constructions.
- Some complex sentence structures are used clearly and effectively.
- Spelling/calligraphy is generally correct and clear.
- At least the prescribed minimum number of words has been written.

9–10 **Command of the language is very good and may show evidence of sophistication.**

- A wide range of grammar and vocabulary is used accurately with few errors.
- Complex sentence structures are used effectively and skillfully.
- Spelling/calligraphy is almost always correct and clear.
- At least the prescribed minimum number of words has been written.

Criterion B: Cultural Interaction

To what extent does the candidate select language appropriate to the audience and type of text?

- *How convincing and expressive is the text?*
- *How effective and appropriate is the choice of register and style to the task?*
- *Where appropriate, how varied and effective are the rhetorical devices?*
  (*Rhetorical devices include all techniques used to present the message more vividly, such as metaphor, exaggeration and repetition.*)
- *To what extent do structural elements contribute to the clarity of the text?*
  (*Structural elements include cohesive devices.*)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The text is often unclear and unconvincing.**
- The choice of register and style is rarely consistent and/or appropriate to the task.
- Rhetorical devices appropriate to the type of text are very rare.
- Structural elements are rarely used.

3–4   **The text is partly clear but unconvincing.**
- The choice of register and style is sometimes consistent and/or appropriate to the task.
- Rhetorical devices appropriate to the type of text are limited.
- Structural elements are limited and not always appropriate.

5–6   **The text is clear and mostly convincing.**
- The choice of register and style is appropriate to the task.
- Rhetorical devices appropriate to the type of text are effective within a limited range.
- Structural elements are generally used appropriately.

7–8   **The text is clear and convincing.**
- The choice of register and style is generally effective and appropriate to the task.
- Rhetorical devices appropriate to the type of text are generally effective and varied.
- Structural elements contribute to the clarity of the text.

9–10   **The text is convincing and expressive, with some imagination.**
- The choice of register and style is consistently effective and appropriate to the task.
- Rhetorical devices appropriate to the type of text are effective, varied and imaginative.
- Structural elements contribute fully to the clarity of the text.

Criterion C: Message

To what extent does the candidate communicate the message in a developed and organized manner?

- *How relevant are the ideas presented by the candidate?*
- *How developed are the ideas? How appropriate are the supporting details?*
- *To what extent are the ideas organized into an overall plan?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The message has been communicated with very limited competence.**
- The ideas are sometimes irrelevant and/or repetitive.
- The development of ideas is often confused; supporting details are limited and/or inappropriate.
- The evidence of organization of ideas is hard to detect.

3–4   **The message has been communicated with fairly limited competence.**
- The ideas are generally relevant but sometimes repetitive.
- The development of ideas is sometimes confused; supporting details are limited or inappropriate.
- The organization of ideas is sometimes apparent.

5–6   **The message has been communicated fairly well.**
- The ideas are generally relevant.
- The development of ideas is fairly methodical; supporting details are generally appropriate.
- The organization of ideas is apparent but not always clear.

7–8   **The message has been communicated well.**
- The ideas are relevant.
- The development of ideas is methodical and thorough; supporting details are appropriate.
- The organization of ideas is clear.

9–10   **The message has been communicated very well.**
- The ideas are relevant and stimulating.
- The development of ideas is thorough and imaginative; supporting details are appropriate and convincing.
- The organization of ideas is clear and flows well.

Internal Assessment

Oral Component

Criterion A: Language

To what extent does the candidate speak the language fluently and accurately?

- *How fluent is the language spoken by the candidate?*
  (*Fluency refers to ease of speaking*.)
- *How correct and idiomatic are the grammar and vocabulary used by the candidate?*
- *To what extent does intonation contribute to communication?*
  (*Intonation refers to the sounds and rhythms of the language that are essential for effective communication. It does not refer to accent. The candidate is not expected to sound like a native speaker of the language*.)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **Command of the spoken language is very limited.**
- The production of language is hesitant and not always comprehensible.
- The use of grammar and vocabulary is often incorrect and/or very limited.
- Inaccurate intonation interferes with communication.

3–4   **Command of the spoken language is limited.**
- The production of language is comprehensible but with frequent lapses in fluency.
- The use of grammar and vocabulary is sometimes incorrect and/or limited.
- Inaccurate intonation sometimes interferes with communication.

5–6   **Command of the spoken language is fairly good.**
- The production of language is mostly fluent.
- The use of grammar and vocabulary is generally correct with some idiomatic expressions.
- The intonation does not interfere with communication.

7–8   **Command of the spoken language is good.**
- The production of language is fluent.
- The use of grammar and vocabulary is generally correct, varied and idiomatic.
- The intonation contributes effectively to communication.

9–10   **Command of the spoken language is very good.**
- The production of language is fluent and with a touch of authenticity.
- The use of grammar and vocabulary is varied and idiomatic, almost error free.
- The intonation contributes effectively and expressively to communication.

Criterion B: Cultural Interaction

To what extent does the candidate interact appropriately and successfully in the conversation?

- *How sensitive and subtle is the candidate's response to nuances and prompts?*
  (Teachers should ensure that their participation in the exchange is sufficient, subtle and complex enough to enable the assessment of the candidate's listening skills.)
- *How actively and sensitively does the candidate contribute to the conversation?*
- *To what extent does the candidate speak spontaneously, or has the candidate rehearsed the conversation?*
- *How appropriate is the language to the subject and context?*
  (*Language refers to tone and register*.)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **Interaction in conversation is limited.**
- Responses in simple exchanges are limited and/or inappropriate due to lack of understanding.
- Contributions to the conversation are very limited and/or overly rehearsed.
- The language is inappropriate to the subject and context.

3–4   **Interaction in conversation is basic.**
- Responses in simple exchanges are limited due to some difficulties with understanding, but they are mostly appropriate.
- Contributions to the conversation are limited and/or partly rehearsed.
- The language is often inappropriate to the subject and context.

5–6   **Interaction in conversation is quite successful.**
- Responses in simple exchanges are competent, with some difficulty shown in more complex exchanges.
- Contributions to the conversation are, at times, active and show some spontaneity.
- The language is sometimes inappropriate to the subject and context.

7–8   **Interaction in conversation is successful.**
- Responses in fairly complex exchanges show some sensitivity to subtlety, nuances and prompts.
- Contributions to the conversation are active and spontaneous.
- The language is generally appropriate to the subject and context.

9–10   **Interaction in conversation is very successful.**
- Responses in complex exchanges show sensitivity and subtlety to nuances and prompts.
- Contributions to the conversation are active, spontaneous and sensitive to others.
- The language is consistently appropriate to the subject and context.

Criterion C: Message

To what extent is the candidate able to communicate ideas (or message) and maintain a coherent conversation?

- *To what extent is the candidate able to convey complex ideas and opinions?*
- *How clearly, coherently and vividly are the ideas and opinions presented?*
- *How relevant and complete are the candidate's responses?*
- *How coherent is the conversation?*

**Achievement
Level**

0 **Level 1 is not achieved.**

1–2 **The candidate handles simple ideas with difficulty.**
- Simple ideas and opinions are presented with difficulty, sometimes incoherently.
- Responses are generally irrelevant and/or repetitive.
- The conversation is disjointed.

3–4 **The candidate handles simple ideas with some difficulty.**
- Simple ideas and opinions are not always presented clearly and coherently.
- Responses are sometimes irrelevant and/or repetitive.
- The conversation does not flow coherently.

5–6 **The candidate handles simple ideas fairly well.**
- Simple ideas and opinions are presented clearly and coherently.
- Responses are generally relevant and contain some details.
- The conversation generally flows coherently.

7–8 **The candidate handles complex ideas well.**
- Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.
- Responses are generally relevant and show some imagination.
- The conversation flows coherently.

9–10 **The candidate handles complex ideas very well.**
- Both simple and complex ideas and opinions are presented clearly, coherently and vividly.
- Responses are relevant and show insight and imagination.
- A coherent conversation is maintained throughout.

ASSESSMENT CRITERIA SL

External Assessment

Paper 1, Section B: Written Response

Please note that at standard level the written response is assessed with only **one** criterion.

To what extent does the candidate understand the source text and respond appropriately to it?

- *Has the candidate provided all the details from the source text that are relevant to the task?*
- *How appropriately have the details from the source text been used in the written response without undue copying of the source text?*
- *How appropriate is the use of register and style to both the type of text required and the audience?*
  (*Levels 5 to 10 may be awarded only if the candidate has an adequate understanding of the source text*.)
  (*Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning*.)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The understanding of the source text is very limited.**
- The details selected from the text are generally insufficient and/or irrelevant.
- Many parts of the source text have been copied because of lack of understanding.
- Language mistakes generally obscure meaning.

3–4   **The understanding of the source text is fairly limited.**
- The details selected from the text may be partly insufficient and/or sometimes irrelevant.
- Some parts of the source text have been copied because of limited understanding.
- Language mistakes often obscure meaning.

5–6   **The understanding of the source text is adequate but the response is not always convincing.**
- A few relevant details have been selected from the text.
- The details are not always used appropriately; there is some undue copying of the source text.
- The choice of register and style is sometimes appropriate to the type of text required or the audience; language mistakes obscure meaning at times.

7–8   **The understanding of the source text is competent and the response is mostly convincing.**
- Sufficient relevant details have been selected from the text.
- The details are used appropriately to some extent, without undue copying of the source text.
- The choice of register and style tends to be appropriate to both the type of text required and the audience; language mistakes rarely obscure meaning.

9–10   **The understanding of the source text is very good and the response is convincing.**
- Many relevant details have been selected from the text.
- The details are mostly used appropriately without undue copying of the source text.
- The choice of register and style is generally appropriate to both the type of text required and the audience; language mistakes rarely obscure meaning.

Paper 2: Written Production

Criterion A: Language

To what extent does the candidate write the language fluently and accurately?

- *How varied and accurate are the grammar and vocabulary used by the candidate?*
- *How clear are the sentence structures? To what extent is the candidate able to use complex structures?*
- *How accurate is the spelling or calligraphy?*
  (*The importance of the spelling or calligraphy varies from language to language. For example, calligraphy is important in languages such as Chinese and Japanese, whereas spelling takes greater importance in languages such as English or Russian.*)
- *Has the candidate written the prescribed minimum number of words?*
  (*Levels 5 to 10 may only be awarded for this criterion if at least the minimum number of words has been written.*)

**Achievement
Level**

0 **Level 1 is not achieved.**

1–2 **Command of the language is barely existent.**
- A very limited range of grammar and vocabulary is used, with many errors even in the most basic constructions.
- Commonly encountered sentence structures are rarely clear; complex structures are either not attempted or unclear.
- Spelling/calligraphy overall is incorrect and difficult to understand.

3–4 **Command of the language is limited and generally ineffective.**
- A limited range of grammar and vocabulary is used, with errors in basic constructions.
- Commonly encountered sentence structures are sometimes clear; complex structures are either not attempted or unclear.
- Spelling/calligraphy is often incorrect and difficult to understand.

5–6 **Command of the language is generally adequate despite many inaccuracies.**
- A fairly limited range of grammar and vocabulary is used, with some errors even in basic constructions.
- Commonly encountered sentence structures are usually clear; complex structures are either not attempted or unclear.
- Spelling/calligraphy is sometimes incorrect but is usually understandable.
- At least the prescribed minimum number of words has been written.

7–8 **Command of the language is effective despite some inaccuracies.**
- A range of grammar and vocabulary is used; common constructions are generally accurate but there are errors in complex constructions.
- Commonly encountered sentence structures are used clearly, while complex structures may be unclear.
- Spelling/calligraphy is sometimes incorrect, but is understandable.
- At least the prescribed minimum number of words has been written.

9–10   **Command of the language is good and effective.**

- A range of grammar and vocabulary is used accurately despite some errors in more complex constructions.
- Some complex sentence structures are used clearly and effectively.
- Spelling/calligraphy is generally correct and clear.
- At least the prescribed minimum number of words has been written.

Criterion B: Cultural Interaction

To what extent does the candidate select language appropriate to the audience and type of text?

- *How convincing is the text?*
- *How effective and appropriate is the choice of register and style to the task?*
- *Where appropriate, how varied and effective are the rhetorical devices?*
  (*Rhetorical devices include all techniques used to present the message more vividly, such as metaphor, exaggeration and repetition.*)
- *To what extent do structural elements contribute to the clarity of the text?*
  (*Structural elements include cohesive devices.*)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The text is often unclear and unconvincing.**
- The choice of register and style is rarely consistent and/or appropriate to the task.
- Rhetorical devices appropriate to the type of text are not used.
- Structural elements are rarely used.

3–4   **The text is occasionally clear but barely convincing.**
- The choice of register and style is sometimes consistent and/or appropriate to the task.
- Rhetorical devices appropriate to the type of text are very limited.
- Structural elements are limited.

5–6   **The text is generally clear and partly convincing.**
- The choice of register and style is generally appropriate to the task.
- Some rhetorical devices appropriate to the type of text are in evidence.
- Structural elements are limited but mostly appropriate.

7–8   **The text is clear and mostly convincing.**
- The choice of register and style is appropriate to the task.
- Rhetorical devices appropriate to the type of text are effective within a limited range.
- Structural elements are generally used appropriately.

9–10   **The text is clear and convincing.**
- The choice of register and style is generally effective and appropriate to the task.
- Rhetorical devices appropriate to the type of text are generally effective and varied.
- Structural elements contribute to the clarity of the text.

Criterion C: Message

To what extent does the candidate communicate the message in a developed and organized manner?

- *How relevant are the ideas presented by the candidate?*
- *How developed are the ideas? How appropriate are the supporting details?*
- *To what extent are the ideas organized into an overall plan?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The message has been communicated with very limited competence.**
- The ideas are often irrelevant and/or repetitive.
- The development of ideas is often confused; supporting details are very limited and/or inappropriate.
- Evidence of organization of ideas is hard to detect.

3–4   **The message has been communicated with limited competence.**
- The ideas are sometimes irrelevant and/or repetitive.
- The development of ideas is confused; supporting details are limited and/or inappropriate.
- The organization of ideas is sometimes apparent.

5–6   **The message has been communicated adequately.**
- The ideas are generally relevant.
- The development of ideas is generally clear; supporting details are limited or inappropriate.
- The organization of ideas is apparent but not always clear.

7–8   **The message has been communicated fairly well.**
- The ideas are generally relevant.
- The development of ideas is fairly methodical; supporting details are generally appropriate.
- The organization of ideas is generally clear.

9–10   **The message has been communicated well.**
- The ideas are relevant.
- The development of ideas is methodical and thorough; supporting details are appropriate.
- The organization of ideas is clear.

Internal Assessment

Oral Component

Criterion A: Language

To what extent does the candidate speak the language fluently and accurately?

- *How fluent is the language spoken by the candidate?*
  (*Fluency refers to ease of speaking.*)
- *How correct and idiomatic are the grammar and vocabulary used by the candidate?*
- *To what extent does intonation contribute to communication?*
  (*Intonation refers to the sounds and rhythms of the language that are essential for effective communication. It does not refer to accent. The candidate is not expected to sound like a native speaker of the language.*)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **Command of the spoken language is very limited.**
- The production of language is very hesitant and/or incomprehensible.
- The use of grammar and vocabulary is generally incorrect and/or very limited.
- Inaccurate intonation consistently interferes with communication.

3–4   **Command of the spoken language is limited.**
- The production of language is generally hesitant and not always comprehensible.
- The use of grammar and vocabulary is often incorrect and/or limited.
- Inaccurate intonation sometimes interferes with communication.

5–6   **Command of the spoken language is generally adequate despite some limitations.**
- The production of language is comprehensible despite some lapses in fluency.
- The use of basic grammar and vocabulary is generally correct with few idiomatic expressions.
- Inaccurate intonation rarely interferes with communication.

7–8   **Command of the spoken language is fairly good.**
- The production of language is mostly fluent.
- The use of grammar and vocabulary is generally correct with some idiomatic expressions.
- The intonation does not interfere with communication.

9–10   **Command of the spoken language is good.**
- The production of language is fluent.
- The use of grammar and vocabulary is generally correct, varied and idiomatic.
- The intonation contributes effectively to communication.

Criterion B: Cultural Interaction

To what extent does the candidate interact appropriately and successfully in the conversation?

- *How sensitive and subtle is the candidate's response to nuances and prompts?*
  (*Teachers should ensure that their participation in the exchange is sufficient, subtle and complex enough to enable the assessment of the candidate's listening skills*.)
- *How actively does the candidate contribute to the conversation?*
- *To what extent does the candidate speak spontaneously, or has the candidate rehearsed the conversation?*
- *How appropriate is the language to the subject and context?*
  (*Language refers to tone and register*.)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **Interaction in conversation is very limited.**
- Responses in simple exchanges are very limited and/or often inappropriate due to lack of understanding.
- Contributions to the conversation are very limited and/or overly rehearsed.
- The language is inappropriate to the subject and context.

3–4   **Interaction in conversation is limited.**
- Responses in simple exchanges are limited and/or sometimes inappropriate due to limited understanding.
- Contributions to the conversation are limited and/or partly rehearsed.
- The language is often inappropriate to the subject and context.

5–6   **Interaction in conversation is basic but adequate.**
- Responses in simple exchanges are limited due to some difficulties with understanding, but they are generally appropriate.
- Contributions to the conversation may be limited but they are generally appropriate and sometimes spontaneous.
- The language is sometimes inappropriate to the subject and context.

7–8   **Interaction in conversation is quite successful.**
- Responses in simple exchanges are competent, with some difficulty in more complex exchanges.
- Contributions to the conversation are generally active and mostly spontaneous.
- The language is often appropriate to the subject and context.

9–10   **Interaction in conversation is successful.**
- Responses in fairly complex exchanges show some sensitivity to subtlety, nuances and prompts.
- Contributions to the conversation are active and spontaneous.
- The language is generally appropriate to the subject and context.

Criterion C: Message

To what extent is the candidate able to communicate ideas (or message) and maintain a coherent conversation?

- *To what extent is the candidate able to convey complex ideas and opinions?*
- *How clearly, coherently and effectively are the ideas and opinions presented?*
- *How relevant and complete are the candidate's responses?*
- *How coherent is the conversation?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The candidate handles simple ideas with great difficulty.**
- Simple ideas and opinions are presented incoherently.
- Responses are generally irrelevant and/or repetitive.
- The conversation is disjointed.

3–4   **The candidate handles simple ideas with difficulty.**
- Simple ideas and opinions are presented with difficulty, sometimes incoherently.
- Responses are sometimes irrelevant and/or repetitive.
- The conversation does not flow coherently.

5–6   **The candidate generally handles simple ideas adequately despite some limitations.**
- Simple ideas and opinions are generally presented clearly.
- Responses are generally relevant though simple.
- The conversation generally flows coherently but with some lapses.

7–8   **The candidate handles simple ideas fairly well.**
- Simple ideas and opinions are presented clearly and coherently; there is some difficulty with more complex ideas.
- Responses are generally relevant and contain some details.
- The conversation generally flows coherently.

9–10   **The candidate handles complex ideas well.**
- Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.
- Responses are generally relevant and show some imagination.
- The conversation flows coherently.

LANGUAGE-SPECIFIC ANNEX

Introduction

The purpose of this language-specific annex to the *language B* guide is to clarify a number of language-specific issues that are not covered in the guide.

This annex contains supplementary information for **only those languages B where clarification is required**. Therefore, not all languages are covered.

For general information on the syllabus, assessment and assessment criteria for all languages B please refer to the relevant sections in the guide.

Language-specific Issues

Afrikaans B

Teachers should be aware that a degree of flexibility is allowed in the spoken form of Afrikaans. The candidates should be allowed to celebrate the varieties of Afrikaans that are currently being used. Therefore, for the internal assessment (oral component), regional variations will be acceptable provided that the context is appropriate. Nevertheless it is important to note that the target "audience" will still determine the formality of register.

Teachers are advised to avoid textbooks that present South African social groups in an outmoded and stereotypical way. Textbooks, literary works and other texts published (after 1994) in the post-Apartheid era should be used. A good selection of these books/texts are available from publishers.

Arabic B

Internal assessment

Candidates are encouraged to use Standard Arabic in the internal assessment component for Arabic B. However, because of the different dialects that exist candidates are allowed to use a simplified variety of the standard, which adopts a vocabulary repertoire that is largely common to Standard Arabic, together with the dialect variety with which they are most familiar. Therefore, in their attempt to complete the oral tasks in Standard Arabic, candidates should not be penalized for what might be regarded as less than perfect grammatical accuracy. For example, deviating from standard pronunciation, standard negation rules or standard rules for case endings should not negatively affect the assessment of candidates' overall performance.

Written production

Written production will be in Standard Arabic, although lexical variations from different dialects will be accepted.

Text handling

Texts will not be vowelized.

Bengali B

Internal assessment

Candidates may use slightly deviated expressions used in a wider region of the language spoken. Specific words and expressions used in smaller regions, which are not a deviation from the standard language, should not be allowed. Candidates should not be penalized for using English words that are widely accepted in Bengali.

Written production

Written production should be in standard Bengali. Mixing of formal verbs and spoken verbs should be avoided. Simplified spellings introduced by the Bangladesh School Text Book Board, especially for writing combined letters and in the use of long and short vowels, should be accepted.

Cantonese B and Mandarin B

Both Cantonese B and Mandarin B examination papers are produced in traditional and simplified characters. Candidates can answer in either form.

Although consistency in the use of characters is expected, examiners understand that some students may have been taught both types and that, as a consequence, some confusion may arise. Students will not be penalized for lapses in consistency.

Dutch B

A revised orthography in Dutch came into force in 1997. Details can be found in the publication: *Woordenlijst Nederlandse taal* published in 1997 by Sdu Uitgevers, Den Haag & Standard Uitgeverij, Antwerpen.

Teachers are expected to teach the new spelling and should note that all examination papers will be produced in the revised orthography.

Please note that paper 1 (text handling) may include texts written in the former orthography (depending on their date of publication).

In paper 2 (written production), candidates are expected to use the new orthography.

German B

The governments of Germany, Austria and Switzerland are introducing a revised orthography, the regulations of which come into force from 1 August 2005. During the period of transition, which began in Germany in August 1998 (earlier in Austria and Switzerland), both orthographical forms will exist side by side. More details can be found in the publication: *Duden Informationen zur neuen Rechtschreibung*, second edition, Dudenverlag, 1996.

Teachers should note that in paper 1 (text handling) some texts, depending on their date of publication, may contain the revised orthography. As such texts become more common it is essential that candidates are prepared for examination through exposure to a wide variety of texts that use both the old and the revised orthography.

In paper 2 (written production), candidates are advised to use the new orthography.

Hebrew B

Partial vowelling will be used in all Hebrew B examination papers. The following will be vowelized.

1. Each *vav* (ו) when appearing as a vowel (וֹ) or (וּ)

2. The letters פּ פ בּ with a *dagesh line* and *dagesh forte*

3. Words that can be read in more than one way הָזָרִים   הֹזְרִים

4. Words that are often mispronounced in modern spoken Hebrew יִתְרוֹן   נִרְאָה

5. *Tzere* (X̤) when followed by a *yod* (י) רֵיקָנוֹת נֶהֱנֵיתִי

6. *Segol* (X̤) or *kamatz* (X̤) before the letter ה at the end of a word

    מְדוּמֶה,   קְרוּבָה

7. Non-Hebrew words commonly used in Hebrew פְּרוֹפוֹרְצִיָה

Full spelling will be used according to the regulations of the Academy of the Hebrew Language, and include the words אֹמֶן,   תוֹכְנִית,   אֹמְנָם .

Shva immobile (שווא נח) and full *hirik* (X̤י) will not be marked.

Indonesian B

The forms of Indonesian that students are expected to know need to stay relatively faithful to *Bahasa Baku*. However, students also need to be aware of the differences between written and spoken Indonesian and, in particular, of the increasing use of new forms of the language in spoken situations in the mass media.

Teachers are not expected to change from teaching *Bahasa Indonesia* to *Bahasa Jakarta*; however it is important to try to make students aware that non-officially sanctioned forms of the language are extremely widespread and that these forms are to be found far more widely than Jakarta alone.

It is essential to open students' minds to these differences to avoid the very real danger that students will only be able to communicate in a one-way direction. For this reason it is strongly recommended that students are exposed to a wide range of listening materials including songs, especially pop songs, and Indonesian video tapes. It is also strongly recommended that students have access to popular Indonesian magazines such as *Femina, Kartini, Sarinah, Gadis, Mode, Hai, Matra* as well as to news publications such as *Gatra*.

Teachers may wish to refer to: Johns Y, *Bahasa Indonesia, Book 3, Langkah Baru: A New Approach—Bertutur dan Bertukar Pikiran* (publisher) A.S. Wilson, 1996, ISBN 064627287X.

Japanese B

The following *kanji* guidelines are recommended.

| Higher level | reading and writing | a minimum of 600 *kanji* |
| Standard level | reading and writing | a minimum of 400 *kanji* |

Please note, however, that the above are guidelines and are not intended to be prescriptive.

Where it is considered appropriate, standard level paper 1 (text handling) texts will be adapted to ensure that they are not inaccessible to candidates. This will be done through *furigana*, replacing obscure *kanji* with *kana*, or through the addition of footnotes.

The IBO does not publish a prescribed *kanji* list, but teachers will find the publications listed in the Japanese B resource list (October 1995) a useful framework. For example, the *Basic Kanji* series (Bonjinsha) or the *Guide to Writing Kanji & Kana* (Bonjinsha) both include common *kanji* relevant to language B. These are only suggestions and are not intended to be prescriptive.

Norwegian B

Bokmål is usually the variety of Norwegian taught as a foreign language and has therefore been chosen as the main language for Norwegian B. Nevertheless, the language B course is based on authentic material and should reflect the diversity of the language.

For this reason paper 1 (text handling) will include mostly texts in Bokmål, but one text in each text-handling paper will be in Nynorsk. This reflects the proportion of Nynorsk compulsory on Norwegian television. Questions set on the Nynorsk text will not test any of the specificities of the Nynorsk language; rather they will test the general comprehension of the text.

Candidates may respond both orally and in writing in either Bokmål or Nynorsk, thus enabling them to use the language with which they are most familiar. However, candidates will have to be consistent in their use of the language.

Urdu B

Internal assessment

Because Urdu is spoken throughout the Indian sub-continent there are some varieties in dialect. Candidates may use the variety that they are most familiar with and should not be penalized for doing so, provided that understanding and communication is not impeded in the performance of the oral tasks.

Written production

Candidates must use Urdu script. Changes have been introduced by the language authority of Pakistan, Muqtadra Qaumi Zaban (Islamabad), and Taraqqi-e-Urdu Bureau (New Delhi). Traditional orthography or the reformed orthographic writing system will be accepted.

Languages Spoken in More Than One Country

In the case of languages spoken in more than one country (such as English, Spanish, French, Swedish, Portuguese), candidates should be exposed to a range of varieties wherever possible.

Text handling (paper 1)

The text-handling paper (paper 1) will aim to contain texts representing the geographical spread of languages spoken in more than one country.

Internal assessment (oral component) and written production (paper 2)

In the internal assessment (oral component) and written production (paper 2) candidates may use the variety of the language with which they are most familiar. However, they should be consistent in their use of the language.