



<b>Enseignement secondaire</b>		
<b>Classes internationales</b>		
	<b>Régime anglophone</b>	
<b>Allemand B</b>		
<b>Programme</b>		
<b>2IB</b>		
<b>Leçons hebdomadaires : 3 at Standard Level (SL) and 5 at Higher Level (HL)</b>		
<b>Langue véhiculaire : Allemand</b>		
<b>Nombre minimal de devoirs par semestre : 3 at SL and 4 at HL</b>		

German B at Standard and Higher Level is a two-year programme whose main focus is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills will be developed through the study and use of a range of written and spoken material. Students will acquire the necessary skills to interact with German-speaking people in a variety of situations. They will learn to understand German in announcements, on the radio, on TV, as well as to read and understand a variety of texts, such as brochures, advertisements, newspapers, magazines and literary texts. In order to do so, vocabulary and grammatical structures will be taught with regard to the particular role or activity the student is engaged in.

Understanding ideas, and expressing them clearly and convincingly, demands an awareness of the cultural characteristics of the audience. This is why, besides language, the culture, customs and traditions of German-speaking countries will of course be part of the lessons.

### **Aims and objectives**

The general focus of this course can be inferred from the aims for language B. The major goals are:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.



- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

### **Distinction between SL and HL**

At both levels of German B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

### **Language B SL**

**Receptive skills:** Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

**Productive skills:** Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

**Interactive skills:** Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.



## **Language B HL**

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

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

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

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

## **Prescribed themes**

Five prescribed themes have to be studied; the themes provide opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

1. identities
2. experiences
3. human ingenuity
4. social organization
5. sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.



## **Recommended topics**

The five prescribed themes must all be addressed equally in the language B course; beyond that, teachers are free to work with the themes in a way that best helps them to organize a course plan and build upon students' interests in the target language and its cultures, and that best helps students to meet the expectations of the syllabus with regard to language and texts. **The themes are prescribed, but the recommended topics and possible questions for each theme are not prescribed.**

### **ASSESSMENT:**

Assessment is based on the IB assessment rules. Besides the external and internal assessment by the IBO, students will have to pass regular tests. These tests, in the four primary language skills, listening, speaking, reading and writing, should highlight the strengths and weaknesses of each student in order to allow him to work on his concrete problems.

Students need to demonstrate 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.

During the first year of the diploma programme tests will have to be passed on a regular basis. The tests will be made up of the following components:

- Analysis of unknown texts
- Dissertations, comments, essays and other writing exercises
- Individual oral presentations on various subjects
- Creative writing
- Interactive oral activities



**German B at Higher Level** will be evaluated in the following way:

Assessment component	Weighting
<b>External assessment (3 hours 30 minutes)</b>	<b>75 %</b>
<b>Paper 1 (1 hour 30 minutes)</b> Productive skills-writing (30 marks)  One writing task of 450-600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	<b>25 %</b>
<b>Paper 2 (2 hours)</b> Receptive skills – separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks)  Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	<b>50 %</b>
<b>Internal assessment</b>  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>25 %</b>
<b>Individual oral assessment</b>  A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	



**German B at Standard Level** will be evaluated in the following way:

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75 %</b>
<b>Paper 1 (1 hour 15 minutes)</b> Productive skills-writing (30 marks)  One writing task of 250-400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	<b>25 %</b>
<b>Paper 2 (1 hours 45 minutes)</b>  Receptive skills – separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks)  Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	<b>50 %</b>
<b>Internal assessment</b>  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>25 %</b>
<b>Individual oral assessment</b>  A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	