

Student Handbook

Spanish B

First assessment 2020

The Galaxy School,
Rajkot



IB Learner Profile

The IB Learner Profile attributes are:

1. **Inquirers:** Develop a natural curiosity that allows them to become lifelong learners.
2. **Knowledgeable:** They explore ideas of importance and dig deep into its meaning creating a balance of their learning.
3. **Thinkers:** They apply thinking skills that allow them to tackle complex problems in creative ways.
4. **Communicators:** They understand and can articulate information in confident, creative ways, including a second language.
5. **Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.
6. **Open-minded:** Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.
7. **Caring:** Students actively care about others and participate in active service.
8. **Risk-Takers:** Students are brave in the face of new challenges. They strive to take on new roles and to defend their own beliefs.
9. **Balanced:** Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.
10. **Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

Approaches to Learning

Approaches to learning (ATL) refer to the strategies and skills linked with the IB learner profile attributes. ATL enhances the student learning experience and trains them for the assessment in DP and beyond.

The five ATLs in the DP are the following:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

The design and implementation of the curriculum develop these skills and allows them to be taught and assessed formally and informally.

Nature of the subject

Group2

Group 2 consists of two modern language courses—language ab initio and language B. The language B Standard Level (SL) course is language acquisition course for students with some previous experience of the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio).

Language acquisition aims

The following are language B aims

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional

Assessment Objectives

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts.
3. Identify, organize and present ideas on a range of topics.
4. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Syllabus

Content Themes

Prescribed themes

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- 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 following lists of recommended topics for each theme are appropriate to achieve the aims and objectives of the course. The recommended topics are to be considered *indicative content*, not prescribed content, for the language B course. **The themes are prescribed, but the recommended topics and possible questions for each theme are not prescribed.**

Theme	Guiding principle	Optional recommended topics	Possible questions
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and well- being • Beliefs and values • Subcultures • Language and identity 	<ul style="list-style-type: none"> • What constitutes an identity? • How do we express our identity? • What ideas and images do we associate with a healthy lifestyle? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration 	<ul style="list-style-type: none"> • How does travel broaden our horizons? • How does our past shape our present and our future? • How and why do different cultures mark important moments in life? • How would living in another culture affect our worldview?

<p>Human ingenuity</p>	<p>Explore the ways in which human creativity and innovation affect our world.</p>	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation 	<ul style="list-style-type: none"> • How do developments in science & technology change our lives? What are the advantages and drawback of these innovations? • How do the arts help us understand the world? • What can we learn about a culture through its artistic expression? • How do the media influence us?
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Theme	Guiding principle	Optional recommended topics	Possible questions
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement • Education • The working world • Law and order 	<ul style="list-style-type: none"> • What is the individual's role in the community? • What role do rules and regulations play in the formation of a society? • How do discrimination and racism affect our societies? • Is it possible to achieve a balance between free speech and free actions and the role of the state?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment 	<ul style="list-style-type: none"> • What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What ethical issues arise from living in the modern world, and how do we resolve them? • What challenges and benefits does globalization bring? • What challenges and benefits result from changes in urban and rural environments?

Texts

For the purposes of learning in a language acquisition course, the language B and language ab initio syllabuses organize written, visual, audio and audio-visual texts into three broad categories: **personal**, **professional** and **mass media texts**.

Personal texts	Professional texts	Mass media texts
Blog	Blog	Advertisement
Diary	Email	Article (newspaper, magazine)
Email	Essay	Blog
Personal letter	Formal letter	Brochure
Social media posting/chat room	Proposal	Film
	Questionnaire	Interview
	Report	Leaflet
	Set of instructions	Literature*
	Survey	News report
		Opinion column/editorial
		Pamphlet
		Podcast
		Poster
		Public commentary (editorial/ readers' letters)
		Radio programme
		Review
		Speech
		Travel guide
		Web page

Year Plan

DP Spanish curriculum is taught over a period of two years. Each year is consists of two

terms: Year - 1	Year - 2
Term-I [December — April]	Term-I [December — April]
Term-II [June — November]	Term-II [June — November]

Students will appear for term-end and year-end exams in April and November, respectively. Schedule of the year-end exam is subjected to change depending on Diwali holidays. Students appear for final exams at the end of Year-2

The below table shows a provisional course outline.

Course Timeline

December 2024- January 2025	Introducción a la gramática básica y los tiempos del español
January 2025	Identidad -Lenguaje e identidad
February - March	compartir el planeta - problemas del medioambiente - actuar a favor del medioambiente Ingenio humano - Los medios de comunicación
March - April	organización social - educación - El mundo del trabajo - relaciones sociales Experiencia - Vacaciones y viajes - Historias de la vida
April : <i>Term end Exam</i>	
June - July	Organización social - Relaciones sociales y comunidad - Compromiso con otros
August	Ingenio humano - Tecnología - Innovación científica
September	compartir el planeta - Innovación para salvar el planeta - Igualdad
October	Ingenio humano - Arte y cultura
<i>Year end exam</i>	
November - December	Identidad - Valores - Costumbres y tradiciones
January - February	Experiencia - Subculturas - Migración

March - April	Identidad- Experiencias - ritos de paso - Bienestar y salud - actividades de ocio
April : <i>Recap for all themes and Term End Examination</i>	
June - July	Compartir el planeta - organización social - Derechos Humanos - Paz y conflictos
August: <i>Recap of themes & Individual Oral Assessment</i>	
September: Mock Exams	
Mock Exams	

Conceptual understanding

Conceptual understanding in language acquisition courses

Certain conceptual understandings of language are fundamental to successful communication and should be developed in all DP language acquisition courses. Following the description of each are some stimulus questions that may encourage exploration of these conceptual understandings while calling attention to language skills.

- **Audience:** Students understand that language should be appropriate for the person(s) with whom one is communicating.
- **Context:** Students understand that language should be appropriate to the situation in which one is communicating.
- **Purpose:** Students understand that language should be appropriate to achieve a desired intention, goal or result when communicating.
- **Meaning:** Students understand that language is used in a range of ways to communicate a message.
- **Variation:** Students understand that differences exist within a given language, and that speakers of a given language are generally able to understand each other.

Students will be marked for their conceptual understanding according to the criteria for Paper1

Assessment Outline - SL



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Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) 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.</p> <p>Paper 2 (1 hour 45 minutes) 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.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

External Assessment

The following methods are used to assess external assessment Paper1 and Paper2.

- Markschemes/detailed marking notes specific to each examination paper
- Assessment criteria
- Markbands

The assessment criteria are as mentioned in the guide.

Internal assessment

The individual oral assessment is based on the course themes: identities, experiences, human ingenuity, social organization, sharing the planet.

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

Supervised preparation time	The student is shown two visual stimuli, each relating to a different theme from the course. Each visual stimulus must be labelled in the target language with the theme to which it relates. The student chooses one of the visual stimuli and prepares a presentation directly related to the stimulus. During this time, the student is allowed to make brief working notes.	15 minutes
Part 1: Presentation	The student describes the visual stimulus and relates it to the relevant theme and the target culture(s).	3–4 minutes
Part 2: Follow-up discussion	The teacher engages the student on the theme presented in part 1, expanding on what the student has provided in the presentation.	4–5 minutes
Part 3: General discussion	The teacher and student have a general discussion on at least one additional theme taken from the five themes around which the course is based.	5–6 minutes

Assessment criteria as mentioned in the guide will be used to assess internal oral assessment



School Assessment

School assessment (SA) plays a pivotal role during the two-year Diploma Programme. SA is divided mainly into three parts:

- Monthly Tests (MT)
- Term-end Exams (TE)
- Year-end (YE) and mock exams.

MT is primarily a formative assessment. It provides constructive feedback on the learning taking place and the nature of students' strengths and weaknesses. Formative and summative assessments are an integral part of TE and YE exams. Students answer a structured question paper, which is similar to IB external assessment and is of summative types in TE and YE exams. Performance in these exams helps teachers decide predicted grades for the students.

Academic Honesty

TGS believes that integrity is an essential component of students' academic experience. The educational evaluation becomes a permanent record for students, and it is critical that such records must be accurate and consistent and beyond just a label to a child. Besides, the integrity students learn and exhibit at this level will be the model for the professional integrity they practice when they complete their academic work and will be part of lifelong learning.