



IBDP SPANISH B COURSE OUTLINE

2023 Standard Level

TEACHER: ERIN GARCIA

CONTACT INFO and TUTORIAL HOURS:

- Students please send me a message via MS TEAMS chat.
- Parents please email me directly at egarcia@sd44.ca
- TUTORIAL HOURS: 8:30am-9:10am by appointment. (room C308)

COURSE DESCRIPTION

LANGUAGE ACQUISITION AND INTERNATIONAL-MINDEDNESS

*[The **language acquisition** course is] designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.*

***International-mindedness** is central to the IB philosophy and instrumental in aspiring to a more peaceful world. [Therefore] students are encouraged to view aspects of the language and culture from different (and sometimes differing) perspectives, to make nonjudgmental comparisons of language and culture, and to view language and culture in a global context.*

–Language B guide (first assessment 2020)

CORE THEMES

IDENTITY

- **Guiding Principle:** *To explore the nature of the self and what it is to be human¹*
- **Topics:** Language and identity, lifestyles, health and well-being,
 - DP 11: La Identidad de los Adolescentes
 - DP 12: Che Guevara

EXPERIENCES

- **Guiding Principle:** *To explore and tell the stories of the events, experiences and journeys that shape our lives*
- **Topics:** Life and travel in the Spanish-speaking world, history, and cultural connections
 - DP 11: *Las Noches Misteriosas de Granada* (novel study)
 - DP 12: Migration, challenging stereotypes, *los pueblos originarios* (Indigenous peoples)

HUMAN INGENUITY

- **Guiding Principle:** *To explore the ways in which human creativity and innovation affect our world*
- **Topics:** Entertainment, artistic expressions, communication and media, technology, scientific innovation
 - DP 11: Frida Kahlo,
 - DP 12: technology and how it impacts our life (ex. social media, smart objects, A.I.)

¹ All **Guiding Principals** are sourced from: *Language B teacher support material (First assessment 2020)*

SOCIAL ORGANIZATION

- **Guiding Principle:** *To explore the ways in which groups of people organize themselves, or are organized, through common systems or interests*
- **Topics:** Social relationships, community, social engagement, education, the working world, law and order
 - DP 11: *La Princesa y el Guerrero* (novel study: indigenous history and cultural in Mexico)
 - DP 12: Adolescent experience and familial relationships, governing social structures (monarchies vs democracies), Hispanic legends (connections between legends and culture)

SHARING THE PLANET

- **Guiding Principle:** *To explore the challenges and opportunities faced by individuals and communities in the modern world*
- **Topics:** The environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environments
 - DP 11: climate change (micro)
 - DP 12: climate change (macro)

IB COURSE AIMS

The aims of Language B Spanish (SL) are to:

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

–Language B guide first assessment 2020

IB CONCEPTS AND CONSIDERATIONS

- **TOK/ TDC (THEORY OF KNOWLEDGE/ TEORIA DE CONOCIMIENTO):** Students reflect on the nature of knowledge, and on how we know what we claim to know.
 - For example, during the Identity unit, students will explore questions such as: *How do we define 'identity'?* and *How can language and language learning impact perspectives on identity?*
- **CAS (CREATIVITY, ACTIVITY, SERVICE/ CREATIVIDAD, ACTIVIDAD, SERVICIO):** Students will be encouraged to consider their CAS ideas through a lens of cultural sensitivity. For example: *How can I show awareness of the dignity and human rights of others during my service experiences?*
- **ATL (APPROACHES TO LEARNING):** **Thinking, Social, Communication, Research, and Self-Management** skills will be developed and encouraged throughout the course.
- **LPA (LEARNER PROFILE ATTRIBUTES):** All Learner Profile Attributes (**Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced, and Reflective**) will be discussed throughout the course. Students will learn to discuss attributes in Spanish and express how they have demonstrated these attributes in different activities and tasks.

- **CU (CONCEPTUAL UNDERSTANDINGS)**: Students will be able to define the key concepts for engaging with texts: **EL DESTINATARIO** (audience), **EL CONTEXTO** (context), **EL PROPÓSITO** (purpose), **EL SIGNIFICADO** (meaning), **EL TONO** (tone) y **LA VARIACIÓN** (variation). Students will learn to identify, comprehend and create a variety of **TEXT TYPES**.

ASSESSMENT AND EVALUATION

ASSESSMENT OBJECTIVES

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

-Language B teacher support material

ASSESSMENT FOR LEARNING (DIAGNOSTIC)

- DP 11: Start-Up Review of the basics listening and reading comprehension, initial engagement in conversations and written letter of introduction to the teacher.

ASSESSMENT AS LEARNING (FORMATIVE)

- In-class Discussion: Oral questions and answers in response to a variety of texts
- Practice describing images (Internal Assessment practice – Visual Stimulus)
 - Ability to make and express connections to over-arching theme, Spanish-speaking culture, and personal experience
- Listening activities and games
- Reading comprehension exercises (of a variety of text types)
- Writing exercises
 - Practical and appropriate use of text types

ASSESSMENT OF LEARNING (SUMMATIVE) - EVALUATION

- Term evaluations will be based on:
 - Listening comprehension (theme or topic related audio and videos)
 - Reading comprehension (theme or topic related texts)
 - Writing tasks (in a variety of text types)
 - Oral Communication: presentational and ability to respond to discussion questions
 - Quizzes: Language Accuracy: vocabulary, conjugation, and grammar
 - Projects
- YEAR 1 – School-based final exam (Mock exam)
- YEAR 2 –Internal and External Final Assessment

FINAL ASSESSMENT –YEAR 2

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)</p> <p>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)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>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</p> <p>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</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

INTERNAL ASSESSMENT – FEBRUARY YEAR 2

Interactive skills: Individual oral assessment

Duration: 12–15 minutes (plus 15 minutes for preparation)

The individual oral assessment is based on the course themes: identities, experiences, human ingenuity, social organization, sharing the planet. The aim of this assessment is to measure the student's ability to understand and produce communication in the target language, and to use it for successful interaction. The individual oral assesses the degree to which the student is able to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics understand, analyse and reflect within the context of presentation and conversation.

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

-Language B Guide (first assessment 2020)

INTERNAL ASSESSMENT -RUBRICS

Criterion A: Language

How successfully does the candidate command spoken language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?
- To what extent do pronunciation and intonation affect communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p>Command of the language is limited.</p> <ul style="list-style-type: none"> • Vocabulary is sometimes appropriate to the task. • Basic grammatical structures are used. • Language contains errors in basic structures. Errors interfere with communication. • Pronunciation and intonation are influenced by other language(s). Mispronunciations are recurrent and interfere with communication.
4–6	<p>Command of the language is partially effective.</p> <ul style="list-style-type: none"> • Vocabulary is appropriate to the task. • Some basic grammatical structures are used, with some attempts to use more complex structures. • Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors at times interfere with communication. • Pronunciation and intonation are influenced by other language(s), but mispronunciations do not often interfere with communication.
7–9	<p>Command of the language is effective and mostly accurate.</p> <ul style="list-style-type: none"> • Vocabulary is appropriate to the task, and varied. • A variety of basic and more complex grammatical structures is used. • Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication. • Pronunciation and intonation are easy to understand.
10–12	<p>Command of the language is mostly accurate and very effective.</p> <ul style="list-style-type: none"> • Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. • A variety of basic and more complex grammatical structures is used effectively. • Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication. • Pronunciation and intonation are easy to understand and help to convey meaning.

Criterion C: Interactive skills—communication

To what extent does the candidate understand and interact?

- How well can the candidate express ideas?
- How well can the candidate maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Comprehension and interaction are limited.</p> <ul style="list-style-type: none"> • The candidate provides limited responses in the target language. • Participation is limited. Most questions must be repeated and/or rephrased.
3–4	<p>Comprehension and interaction are mostly sustained.</p> <ul style="list-style-type: none"> • The candidate provides responses in the target language and mostly demonstrates comprehension. • Participation is mostly sustained.
5–6	<p>Comprehension and interaction are consistently sustained.</p> <ul style="list-style-type: none"> • The candidate provides responses in the target language and demonstrates comprehension. • Participation is sustained with some independent contributions.

Criterion B1: Message—visual stimulus

How relevant are the ideas to the selected stimulus?

- How well does the candidate engage with the stimulus in the presentation?
- How well are the ideas linked to the target culture(s)?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>The presentation is mostly irrelevant to the stimulus.</p> <ul style="list-style-type: none"> • The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete. • The presentation is not clearly linked to the target culture(s).
3–4	<p>The presentation is mostly relevant to the stimulus.</p> <ul style="list-style-type: none"> • With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus. • The presentation is mostly linked to the target culture(s).
5–6	<p>The presentation is consistently relevant to the stimulus and draws on explicit and implicit details.</p> <ul style="list-style-type: none"> • The presentation provides both descriptions and personal interpretations relating to the stimulus. • The presentation makes clear links to the target culture(s).

Criterion B2: Message—conversation

How relevant are the ideas in the conversation?

- How appropriately and thoroughly does the candidate respond to the questions in the conversation?
- To what depth are the questions answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>The candidate consistently struggles to address the questions.</p> <ul style="list-style-type: none"> • Some responses are appropriate and are rarely developed. • Responses are limited in scope and depth.
3–4	<p>The candidate's responses are mostly relevant to the questions.</p> <ul style="list-style-type: none"> • Most responses are appropriate and some are developed. • Responses are mostly broad in scope and depth.
5–6	<p>The candidate's responses are consistently relevant to the questions and show some development.</p> <ul style="list-style-type: none"> • Responses are consistently appropriate and developed. • Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.

EXTERNAL ASSESSMENT – MAY – YEAR 2

PAPER 1: WRITTEN RESPONSE RUBRICS

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Note: A response that ignores context, purpose and audience may receive marks of 0 for criteria B and C, even if the response has received a high mark for criterion A.

Criterion B: Message

To what extent does the candidate fulfill the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.
4–6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.
7–9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.
10–12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

LISTENING AND READING COMPREHENSION – PAPER 2

Students demonstrate comprehension by responding to written and audio texts.

ASSESSMENT OBJECTIVES IN PRACTICE

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.	Paper 1—writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Internal assessment	Students orally react to a stimulus (visual for SL, literary extract for HL), respond to questions and engage in a general conversation.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.	Paper 1—writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Paper 2—listening and reading	Students produce responses that demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact with the teacher using a range of language structures and registers appropriate to the context and audience.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.	Paper 1—writing	Students respond to written tasks using appropriate language, register and format.
	Paper 2—listening and reading	Students demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact orally with the teacher using appropriate language, register and format.
4. Identify, organize and present ideas on a range of topics.	Paper 1—writing	Students develop a coherent and organized response on a range of topics.
	Internal assessment	Students understand the topic of discussion and present an organized response, whether planned or spontaneous.