

Subject group and course title:

ENGLISH B (HL)

AIMS and OBJECTIVES:

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

Themes Covered:

- **Identities** (Lifestyles, Health and Wellbeing, Beliefs and Values, Subcultures, Language and Identities)
- **Experiences** (Holidays and Travel, Rights of Passage, Migration, Customs and Traditions, Life stories, Leisure Activities)
- **Human Ingenuity** (Entertainment, Communication and Media, Technology, Human Ingenuity, Artistic Expression)
- **Social Organization** (Social Relationships, Social Engagement, Education, Community, Law and Order, The Working World)
- **Sharing the Planet** (Peace and Conflict, Human Rights, Equality, Globalization, Urban and Rural Environment, Environment, Ethics)

How are key concepts served (methodology)?

Conceptual understanding is achieved through the use of Thinking, Communication and Research skills. Key concepts are served through the study and analysis of themes in combination with various **personal, professional and mass media texts** like: **photographs, videos, articles, cartoons, advertisements, posters, scripts, blogs, diaries, letters, proposals, questionnaires, reports, surveys, paintings, movies, radio, TV, debates, interviews, speeches, transcripts, text messages, web pages, social media and Literature.**

Students are requested to recognize:

- **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.

Teachers should ensure:

Variety

- develop their receptive, productive and interactive skills in the target language through a wide range of individual, pair and group activities in class
- practise the target language through a wide range of individual, pair and group tasks
- are introduced to the full range of text types appropriate to the level of the course
- are exposed to a range of regional and national accents.

Integration

- an environment that promotes the use of the target language in the classroom and prepares the students to communicate in a variety of contexts and for a variety of purposes that are appropriate to the level of the course
- authentic and modified authentic materials for study that have originally been produced for everyday users of the target language.
- move easily from one language skill to another (for example, a discussion after reading a text)
- interact in the target language through active participation in oral exchanges, by both listening and speaking, or responding to a text, either in writing or orally
- consider and explore links with other disciplinary areas in the DP and with the TOK course
- reinforce their communication skills by using the other categories of approaches to learning skills: thinking, research, social and self-management skills
- be involved in the selection of materials to be studied.

Transparency

Teachers must ensure that their students are given clear information about the aims and objectives, the syllabus requirements and the assessment criteria for the course. Students should be made aware of what is expected of them regarding classwork and homework, as well as receiving regular feedback on their progress throughout the course.

Enhancement and development of student language skills via:

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.

How does the course foster international mindedness?

1. Through the study of a wide variety of texts belonging to different genres, time periods and regions the students develop an understanding of the world and its history
2. Via the teaching of a themes based curriculum
3. Via fostering intercultural understanding and global engagement
4. Through viewing aspects of language and culture from different perspectives
5. Via making non-judgmental comparisons of language and culture
6. Through viewing language and culture in a global context

How are IB Learner Profile attributes promoted?

Students will become:

- **Inquirers** through the exposure, examination and reflection on texts from cultures other than their own
- **Knowledgeable** by engaging in issues of global significance
- **Thinkers** using critical thinking skills
- **Communicators** via listening carefully to the perspectives of other individuals and groups
- **Principled** by showing respect for the dignity and rights of other people
- **Open minded** by critically appreciating the values and traditions of others
- **Caring** by showing empathy, compassion and respect
- **Balanced** by recognizing their interdependence with other people and the world in which they live

- **Reflective** by considering the world thoughtfully
- **Risk-takers** by exploring new ideas.

Assessment model:

Mark schemes, Mark bands and assessment criteria are used for assessment.

Summative: Presentations, Group Discussions, Analysis of Texts studied, Note Taking, Producing texts of different genres, Writing Poems, Writing short Stories, Creating a cartoon, Writing Scripts, Creating a Video, Student feedback, Reflection and self-assessment

Formative: Practice Paper 1 (Productive skills Writing **HL 25%**), Paper 2 (Receptive skills, Listening Comprehension 25%, Reading Comprehension 25%, Individual Oral assessment **HL 25%**)

Links to CAS:

- Engage with issues of global significance deriving from the themes, ie: Script and Film a Video on Human Rights
- Understanding the creative process by directly engaging in it and writing Poems, Scripts and Short Stories
- Raise awareness on issues of Global Significance like Human Trafficking by presenting the topic to the other students.
- Act out a scene from a play studied
- Do a project for Refugees
- Run a healthy eating campaign to raise awareness within the school
- Writing a travel blog to promote your area of choice
- Presenting on different cities in England and their cultural value
- Organizing a Halloween event

Links to TOK:

- Is it possible to think without language?
- What would be lost if the whole world shared one common language?
- If people speak more than one language, is what they know different in each language?
- Do you think maths, logic or music should be classified as languages?
- In what ways can language be used to influence, persuade or manipulate people?
- Does language describe our experience of the world, or does it actively shape our experience of the world?
- How are metaphors used in the construction of knowledge?
- To what extent is our perspective determined by our membership of a particular culture?
- To what extent are we aware of the impact of culture on what we believe or know?
- Is there anything that is true for all cultures?
- What is lost in translation?

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