

Language B teacher support material

First assessment 2020



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Diploma Programme

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Purpose of this document

Language B teacher support material

This publication is intended to provide teachers with additional guidance in the teaching of the Diploma Programme (DP) language B course from September 2018. It should be read in conjunction with the *Language B guide* (first assessment 2020). It has been developed in collaboration with IB teachers and examiners. The *Language B guide* provides a description of the nature of the subject, the assessment objectives, and the syllabus and assessment details.

The purpose of this teacher support material (TSM) is to help both teachers new to the language B course and those who are currently teaching the language B course to understand the syllabus. Also included is guidance in designing the course; in building receptive, productive and interactive skills through conceptual understandings; and in incorporating such elements as the DP core and approaches to teaching and learning (ATL).

The intended audience for this document is teachers. However, the information is directly relevant to the students; teachers are therefore encouraged to share this document with them, as appropriate.

The strategies, ideas, course outlines and resources included in this document are provided as examples only. These materials are neither exhaustive nor prescriptive. Teachers are encouraged to create and adapt these to their school, community and environment, addressing the needs of their own students while keeping in mind the curriculum presented in the subject guide.

Aims

The aims of this publication are to:

- help teachers plan the course
- help teachers understand the requirements of the course
- give advice on how to approach each assessment component
- provide teachers with teaching support materials
- help teachers understand the achievement level expected of students.

First teaching 2018

Below is an overview of certain items that are included in the language B curriculum for first teaching 2018. The full description of each item can be found in the *Language B guide* (first assessment 2020). Developments that may occur during the life cycle of this curriculum will be announced in the Diploma Programme *Coordinator's notes* and posted on the programme resource centre.

Writing will be externally assessed as a productive skill in paper 1. Teachers should ensure that students have ample opportunity to practise writing different types of texts and receive appropriate and constructive feedback on their writing. In their writing, students should take into consideration the conceptual understandings of audience, context, purpose, meaning and variation.

Listening comprehension and **reading comprehension** will both be externally assessed as distinct receptive skills in the two separate parts of paper 2.

[Supporting listening comprehension \(PDF\)](#)

The course is structured around the **five prescribed themes** of identities, experiences, human ingenuity, social organization and sharing the planet. Recommended topics within these themes are offered in the *Language B guide*, but the topics suggested are neither prescriptive nor exhaustive.

Attention should be paid to the **assessment criteria** for both language B standard level (SL) and language B higher level (HL). The criteria are written with a view to cohesion within and across the three modern language acquisition courses. Teachers who teach more than one course will notice consistency in the terminology used in the descriptors. All teachers are reminded that a “best-fit” model is used to evaluate student work on the assessments.

The transition to **on-screen assessment** for all language acquisition courses is anticipated to be complete by 2025. In order that their practice may be informed by the developments in methods of assessing student work, teachers will be informed well in advance of updates in the assessment practices. Developments regarding this transition will be published and announced via the official channels (for example, programme resource centre news items, DP *Coordinator's notes*, and so on).

Course preparation

When designing a language B course, the teacher must take into account the context of the school, diversity, student interests, access to the target language, languages of instruction, as well as languages used by the students and any local or national additional requirements. These may well dictate the pace of instruction, the breadth of the course and, to a certain extent, the course content.

There are features, however, that are common to all language B courses.

Course features

Teachers must keep in mind the following features of DP language acquisition courses, each of which is discussed in further detail in the sections that follow.

- Target audience—the students
- Assessment objectives
- Syllabus content
- IB Diploma Programme features
- Principles of course design
- Best practices in language acquisition instruction
- Practicalities

Target audience—the students

Ideally, the students have chosen to study a language that appeals to their curiosity and interests at a level that provides an appropriate challenge. In designing the course, teachers should balance the requirements of the course with the needs and interests (to the extent that this is possible) of the students.

Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts; during the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and interactive skills.

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive and interactive skills.

More information on placement of students into the appropriate language acquisition course can be found in the “Frequently asked questions” section of this TSM, as well as in the document [Guidance for studies in language and literature and language acquisition courses](#).

Assessment objectives

The assessment objectives are detailed in the *Language B guide* (first assessment 2020). Students will be assessed on their ability to:

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.

In planning the course, the means to achieve these objectives should be clearly identified and integrated into the syllabus content.

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.

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.	Paper 2—listening and reading	Students respond appropriately to authentic texts.
	Internal assessment	SL: Students demonstrate the ability to verbally interact in the target language in response to a visual stimulus. HL: Students demonstrate the ability to verbally interact in the target language in response to a literary stimulus.

Syllabus content

The language B syllabus comprises three interconnected areas: language, themes and texts (which include, at HL, literary texts).

Language

Teachers must ensure that students have the opportunity to develop the ability to communicate successfully in the target language. Communication is evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes.

Themes

There are five prescribed themes that are to be addressed equally over the two years of the language B course. The table below suggests topics that may be explored in each of the five themes.

Themes	Guiding principles
Identities	The guiding principle of this theme is to explore the nature of the self and what it is to be human. Students could investigate the theme through a range of optional recommended topics such as: lifestyles, health and well-being, beliefs and values, subcultures, language and identity.
Experiences	The guiding principle of this theme is to explore and tell the stories of the events, experiences and journeys that shape our lives. Students could investigate the theme through a range of optional recommended topics such as: leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration.
Human ingenuity	The guiding principle of this theme is to explore the ways in which human creativity and innovation affect our world. Students could investigate the theme through a range of optional recommended topics such as: entertainment, artistic expressions, communication and media, technology, scientific innovation.

Themes	Guiding principles
Social organization	<p>The guiding principle of this theme is to explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.</p> <p>Students could investigate the theme through a range of optional recommended topics such as: social relationships, community, social engagement, education, the working world, law and order.</p>
Sharing the planet	<p>The guiding principle of this theme is to explore the challenges and opportunities faced by individuals and communities in the modern world.</p> <p>Students could investigate the theme through a range of optional recommended topics such as: the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment.</p>

When planning the language B course, these prescribed themes provide a framework for language acquisition. While all themes are compulsory, the manner in which they are addressed will vary according to the needs and interests of the students.

An example of how the topic of “the environment” as part of the theme of “**sharing the planet**” might be explored would be for the students to:

- view/analyse an infographic on the impacts of climate change
- watch/create a music video on environmental issues
- visit and gather information from environmental websites
- read the Paris Agreement documents from the 2015 Paris climate conference (in the target language)
- listen to/view reports (radio/TV/podcast) on climate change (with listening comprehension activities)
- engage in a debate on balancing the world population’s demands with stewardship of the environment
- organize information drawn from a number of target language articles into a presentation.

Texts

Students must be able to understand and produce a variety of text types. The following list of text types can also be found in the *Language B guide* (first assessment 2020). The text types shown are neither prescriptive nor exhaustive. Language-specific lists of the texts that may feature on the paper 1 writing assessment are available in [Text types for Paper 1 task options \(first assessment 2020\)](#), which can be found in the “Assessment” section on the “Language B” page of the programme resource centre.

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

* Teachers are reminded that the study of at least two literary texts (originally written in the target language) is compulsory for language B at HL, and that one of the literary texts studied during the course must serve as the stimulus for the individual oral assessment at HL.

The following are examples of how a “set of instructions” text or texts might be used in skill development.

- The student can hear instructions for the use of a certain product or procedure in the target language and follow those instructions to successful completion (receptive).
- The student could create a set of instructions for a product or procedure of his/her own choosing and deliver the instructions in written or oral form (productive).
- A pair, or small group, of students could be given incomplete instructions (with certain steps missing) and, using the target language, develop the missing steps—relying on input from the partner or group (receptive, productive, interactive).
- A pair, or small group, of students could be given the steps from a series of instructions—not in order—and work together to organize them into a logical sequence to be able to use the product/complete the procedure (interactive).

IB Diploma Programme features

The flexibility of IB course design allows teachers to build a course within which are interwoven the foundational features of the DP and these features should, therefore, be an intrinsic component in the design of the language acquisition course. Five of these features are the IB learner profile, international-mindedness, conceptual understanding, approaches to teaching and learning (ATL) and theory of knowledge (TOK).

The IB learner profile

The ability to be an effective **communicator** is one of the learner profile traits—and it can also be closely tied to several of the other traits. Spontaneous interaction in the target language involves a significant degree of **risk-taking**, as do other aspects of learning an additional language. The study of cultures in which the target language is used can foster **open-mindedness** as students attempt to reconcile values and beliefs that may differ from those of others. Many aspects of language acquisition are linked to curiosity about the target language, the people who use it, the places where it is used for communication and the culture(s) with which it is inseparable. Consequently, language acquisition students are continually developing as **inquirers**, using critical-thinking and analysis skills that lead to them becoming **thinkers** and **knowledgeable**, both about the target language itself and how a larger part of the world is opening for them as a result of learning another language.

International-mindedness

A goal of IB language acquisition courses is to foster intercultural understanding and global engagement. The flexibility of course design allows the teacher to incorporate ideas and resources that encourage the development of international-mindedness. Students should be encouraged to build upon their development of the learner profile traits as they encounter aspects of the target language and culture. The design of the course should foster the ability to make non-judgmental comparisons and allow students to see that there are multiple perspectives from which issues may be viewed.

Conceptual understanding

Conceptual understanding is interwoven throughout the DP language acquisition curriculum. These understandings tie language acquisition to ATL, the DP core and international-mindedness. More specifically within the language acquisition courses, conceptual understandings (audience, context, purpose, meaning and variation) are manifested as students develop into effective and knowledgeable communicators.

Approaches to teaching and learning

The use of ATL strategies creates rich and powerful conditions for the development of inquisitive, self-directed lifelong learners. By providing opportunities for inquiry and collaboration in an environment that incorporates the conceptual understandings discussed and exemplified, teachers can guide the development of the students' learning skills. Teachers must also address the needs of all learners and use both formal and informal assessments to inform their instruction.

Theory of knowledge

TOK is critical in the development of metacognitive skills and helps students to see the interrelatedness of languages, the other subject areas and the DP core.

Principles of course design

In designing the language B course, teachers should pay particular attention to the following directives.

- Use the aims and objectives of the course and of the assessments to guide course design.
- Incorporate the five themes equally into the two-year course.
- Build in opportunities for students to become autonomous learners.

- Develop student receptive, productive and interactive skills.
- Incorporate student interests.
- Provide variety.

Best practices in language acquisition instruction

Course design must be informed by current and research-based best practices in language acquisition. These include:

- use of authentic stimuli
- use of unabridged/non-simplified, age- and level-appropriate literary texts
- providing an immersive target language environment
- incorporating inquiry, exploration and problem-solving
- use of technology
- inseparability of language and culture
- use of student self-assessment
- use of telecollaboration.

Practicalities

Because teaching conditions vary greatly, both locally and globally, the course unit examples included in this document are not offered as anything other than suggestions of how the course may be planned. The length of class periods, the number of weeks in a school term, class sizes and teaching contact hours per week must all be taken into consideration.

At SL, the recommended number of teaching hours is 150 hours over the two years of the course. At HL, the recommended number of teaching hours is 240 hours over the two years of the course.

There is no prescribed order in which to teach the components of the course, nor is there a required text. Although most teachers will use a textbook or manual in instructing the course, the inclusion of supplementary texts and materials provides for flexibility and currency.

Teachers are encouraged to structure their courses to take advantage of the interrelated nature of the themes rather than teaching each theme in isolation. For example, a unit can be designed around the suggested topic of “beliefs and values”. This topic can be related to the theme of “identities” as well as that of “sharing the planet.”

The approaches below are among those that might be considered in planning the course. The options described for each one suggest ways in which the course may be structured. The various approaches to language acquisition course development each have their benefits and limitations. It is up to the teacher, in collaboration with their language acquisition colleagues or supervisors, to decide upon an approach that best fits their particular course context.

[Course design approaches \(PDF\)](#)

Cyclical approach

Using the cyclical approach, all five themes are addressed in each year.

- Possible option 1: During the first year of the course, all five required themes are addressed, choosing topics that are covered in depth. During the second year, different topics within the themes are covered in depth.

- Possible option 2: During the first year of the course, all five required themes are addressed, choosing topics that are broadly covered. During the second year, these same topics (or a curated selection from them) are covered in greater depth.

Linear/sequential approach

Using the linear/sequential approach, the teacher plans the course by deciding in which order the five themes will be addressed. Topics related to each one are covered in depth.

- Possible option 1: Three themes are visited in year 1 with the remaining two themes in year 2.
- Possible option 2: Three themes are visited in year 1 and one of these same themes is visited again in year 2, along with the remaining two themes.

Opportunities to develop receptive, productive and interactive skills should be incorporated into each theme and topic. Likewise, it is important for students to encounter and produce a range of text types. Although the study of literature is compulsory only for language B HL, the use of literary works is encouraged at all levels of language acquisition instruction. Teachers should select texts that are appropriate for the level of the course and ensure that these are authentic and non-simplified. It is important to expose students to texts from a variety of target language cultural experiences and areas where the target language is used.

Transparency is important, and students should be aware of the aims and objectives of the course and the assessment. Students should be provided with regular, meaningful and formative feedback, and should be adequately prepared for the components of the internal and external examinations. This preparation includes full knowledge of the assessment criteria, familiarity with the instructions for the examination papers and opportunities to practise the assessed components within the allocated times for each paper.

In planning for the individual oral internal assessment, care should be taken to minimize overlap with internal assessments in other subject areas. While all teachers want their students to have as much time as possible to prepare for the internal assessments, additional stress on students as a result of having multiple subjects' internal assessments at the same time may prove to be as (or more) detrimental to the students' performances as having the individual oral internal assessment take place earlier. Horizontal planning by subject area teachers as part of the regular collaboration process is beneficial as well as required by the IB. For more information about collaborative planning, please refer to the document *Diploma Programme: From principles into practice*.

As it is anticipated that all IB courses will transition to on-screen assessments during the life cycle of this curriculum, it is important that the students be prepared for this method of testing.

Sample unit plans

Samples included in the TSM are not meant to be prescriptive in nature. Given the variety and diversity of IB World Schools offering the DP, each teacher must develop plans that work within their particular context. The sample unit plan entitled "[Are human rights all right?](#)" (PDF) illustrates in detail the manner in which an integrative unit plan may be developed to include the DP core elements, conceptual understandings and approaches to teaching and learning.

[Human rights: Language specific resources \(PDF\)](#)

Assessment details

About the external assessment—paper 1

Paper 1 is externally set and externally assessed. There are three assessment criteria with markbands. Detailed marking notes are used by the examiners in assessing the task.

Paper 1 assesses the candidate's written productive skills. It is designed to determine to what extent the candidate is able to demonstrate conceptual understanding by responding appropriately in written tasks using a variety of text types, appropriate language, register and format. The candidate is also assessed on the ability to develop a coherent and organized response.

SL: The candidate is presented with a choice of three tasks (each based on a different theme from the syllabus) and selects **one** of these to which to respond in 250–400 words. The candidate must choose one of the three text types presented for the selected task as the format of the response.

HL: The candidate is presented with a choice of three tasks (each based on a different theme from the syllabus) and selects **one** of these to which to respond in 450–600 words. The candidate must choose one of the three text types presented for the selected task as the format of the response.

About the external assessment—paper 2

Paper 2 assesses the candidate's receptive skills and comprises two distinct parts: listening comprehension and reading comprehension. These two parts are assessed separately.

For the listening comprehension part, both SL and HL candidates will be presented with three audio passages covering topics drawn from the five themes. The length and difficulty of the passages mark the difference between SL and HL.

For the reading comprehension part, both SL and HL candidates will be presented with three written passages covering topics drawn from the five themes. The length and complexity of the passages mark the difference between SL and HL. Likewise, the responses at HL will require the use of more developed higher-order thinking skills.

Both the listening and reading comprehension parts of paper 2 feature crossover texts—identical texts accompanied by course- and level-specific questions. The third text for language ab initio is the same as the first text for language B SL and the third text for language B SL is the same as the first text for language B HL.

About the internal assessment—individual oral assessment

The individual oral assessment is internally set and internally assessed but externally moderated. Assessment criteria are used to assess the individual oral assessment, and a “best-fit” model is used to determine the mark awarded for each of the criteria.

The individual oral assessment assesses the candidate's interactive skills. It is designed to determine to what extent the candidate is able to verbally interact in the target language with appropriate language, structures and register. The candidate is also assessed on the ability to present an organized response to a stimulus. At both SL and HL, the individual oral assessment comprises four stages: timed preparation; part 1—presentation; part 2—discussion of the stimulus; part 3—general discussion.

[Individual oral assessment \(PDF\)](#)

Managing the SL individual oral assessment

The candidate will choose one visual stimulus that they are shown from those that the teacher has prepared (drawn from the five themes of the course). For the purposes of the individual oral, a “visual stimulus” may be a photo, a poster, an illustration **or** an advertisement. Any language that naturally appears on the image should be minimal and must be in the target language. It must not provide vocabulary and structures that would give a candidate an unfair advantage.

The number of stimuli prepared for the individual oral assessment is dependent upon the number of candidates sitting the examination; detailed information about the selection and preparation of visual stimuli can be found in the *Language B guide* (first assessment 2020). It is imperative that the candidate does **not** see the visual stimuli prior to the individual oral assessment.

[Management of the individual oral assessment](#) (PDF) contains additional support for the individual oral assessment and is divided into sections specific to language ab initio, language B SL and language B HL.

Managing the HL individual oral assessment

The candidate will be presented with two extracts of up to approximately 300 words each (one from each of the two literary works studied during the course) and will choose one of these.

The number of extracts prepared for the individual oral assessment is dependent upon the number of candidates sitting the examination; detailed information about the selection and preparation of the extracts can be found in the *Language B guide* (first assessment 2020). Although the candidates will be aware that the extracts for the individual oral will be taken from the two literary works studied in the course, it is imperative that the candidates do **not** know in advance which extracts will be used.

[Management of the individual oral assessment](#) (PDF) contains additional support for the individual oral assessment and is divided into sections specific to language ab initio, language B SL and language B HL.

Overview

In order to meet the expectations of our stakeholders, we have provided examples to illustrate the assessment components of the language acquisition courses for first assessment in 2020.

The examples included are authentic student work and are presented in their original styles, which may include spelling, grammatical and any other errors. These examples have been anonymized where necessary (names may have been changed or deleted) and some may have been retyped to make them easier to read.

Please note that the paper 1 examples are those that were collected prior to first assessment. New examples will not be available until after the first examination of the paper 1 component.

Example	Type of task	Title	Criteria
External assessment—paper 1 SL			
Example 1	Written productive	Paper 1 SL	A, B, C
Example 2	Written productive	Paper 1 SL	A, B, C
Example 3—Not yet available	Written productive	Paper 1 SL	A, B, C
External assessment—paper 1 HL			
Example 4	Written productive	Paper 1 HL	A, B, C
Example 5	Written productive	Paper 1 HL	A, B, C
Example 6—Not yet available	Written productive	Paper 1 HL	A, B, C
Internal assessment—individual oral assessment SL			
Example 7	Oral interactive	Individual oral assessment	A, B1, B2, C
Example 8	Oral interactive	Individual oral assessment	A, B1, B2, C
Example 9	Oral interactive	Individual oral assessment	A, B1, B2, C
Internal assessment—individual oral assessment HL			
Example 10	Oral interactive	Individual oral assessment	A, B1, B2, C
Example 11	Oral interactive	Individual oral assessment	A, B1, B2, C

Example	Type of task	Title	Criteria
Example 12	Oral interactive	Individual oral assessment	A, B1, B2, C
Extended essay			
Example 13	Written productive	Extended essay	A, B, C, D, E
Example 14	Written productive	Extended essay	A, B, C, D, E
Example 15	Written productive	Extended essay	A, B, C, D, E

For examples of assessed student work in additional languages, please see the appendices located at the end of this document.

Example 1: External assessment—paper 1 SL

[Stimulus material \(PDF\)](#)

[Student work—written \(PDF\)](#)

[Assessment \(PDF\)](#)

Please note that the paper 1 examples are those that were collected prior to first assessment. New examples will not be available until after the first examination of the paper 1 component.

Example 2: External assessment—paper 1 SL

[Stimulus material \(PDF\)](#)

[Student work—written \(PDF\)](#)

[Assessment \(PDF\)](#)

Please note that the paper 1 examples are those that were collected prior to first assessment. New examples will not be available until after the first examination of the paper 1 component.

Example 3: External assessment—paper 1 SL

Example not yet available.

Please note that the paper 1 examples are those that were collected prior to first assessment. New examples will not be available until after the first examination of the paper 1 component.

Example 4: External assessment—paper 1 HL

[Stimulus material \(PDF\)](#)

[Student work—written \(PDF\)](#)

[Assessment \(PDF\)](#)

Please note that the paper 1 examples are those that were collected prior to first assessment. New examples will not be available until after the first examination of the paper 1 component.

Example 5: External assessment—paper 1 HL

[Stimulus material \(PDF\)](#)

[Student work—written \(PDF\)](#)

[Assessment \(PDF\)](#)

Please note that the paper 1 examples are those that were collected prior to first assessment. New examples will not be available until after the first examination of the paper 1 component.

Example 6: External assessment—paper 1 HL

Example not yet available.

Please note that the paper 1 examples are those that were collected prior to first assessment. New examples will not be available until after the first examination of the paper 1 component.

Example 7: Internal assessment—individual oral assessment SL

[Student work—oral \(MP3\)](#)

[Assessment \(PDF\)](#)

[Stimulus material \(PDF\)](#)

Example 8: Internal assessment—individual oral assessment SL

[Student work—oral \(MP3\)](#)

[Assessment \(PDF\)](#)

[Stimulus material \(PDF\)](#)

Example 9: Internal assessment—individual oral assessment SL

[Student work—oral \(MP3\)](#)

[Assessment \(PDF\)](#)

[Stimulus material \(PDF\)](#)

Example 10: Internal assessment—individual oral assessment HL

[Student work—oral \(MP3\)](#)

[Assessment \(PDF\)](#)

[Stimulus material \(PDF\)](#)

Example 11: Internal assessment—individual oral assessment HL

[Student work—oral \(MP3\)](#)

[Assessment \(PDF\)](#)

[Stimulus material \(PDF\)](#)

Example 12: Internal assessment—individual oral assessment HL

[Student work—oral \(MP3\)](#)

[Assessment \(PDF\)](#)

[Stimulus material \(PDF\)](#)

Frequently asked questions

General

For which DP language course should a student be registered?

The document *Guidance for studies in language and literature and language acquisition courses* provides information about DP language courses that can help in placing a student into the appropriate language course.

Students who are already able to read, analyse and respond to complex literary and non-literary texts in a given language must be placed in a studies in language and literature course for that language. If a student can already communicate successfully in the language on a range of topics in a variety of familiar and unfamiliar contexts, then a DP language A course (studies in language and literature) must be considered the appropriate placement.

The language ab initio and language B courses are language acquisition courses that are designed to provide students with the opportunity to develop in a language in addition to their home/personal/best language(s). They are not designed for students entering the course who already have the ability to communicate confidently and proficiently in that specific language.

Language ab initio is designed for students with no prior experience of the target language, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills.

Providing a language B student with an appropriate degree of challenge is the primary consideration for placement into either language B SL or language B HL: however, student and school context may also factor into the decision for a specific student.

Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts; during the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and interactive skills.

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive and interactive skills.

How much time should be spent on teaching the themes, and to what depth/level of detail?

Within the prescribed themes, it is up to the teacher to determine both the length of time spent on any particular topic and the degree of depth. Student interest and familiarity, as well as availability of resources, are among the factors that may be considered when making these decisions. Teachers are reminded that the five themes are to be addressed equally over the two years of the course. Some examples of how to structure the course around these themes are contained in the “Practicalities” section of this document.

Regardless of the structure of the course, it should be noted that the prescribed themes, and the topics that the teacher has selected for each theme, should be addressed within the context of the target culture(s), and the conceptual understandings that are required for effective communication must be taken into account.

In the event that more than one teacher at a school is teaching the same language B course, the structure selected should be consistent so that in the event that teachers do not “loop” with the students (teaching the same group in both years 1 and 2), the students will have studied each theme by the end of year 2.

Is there a prescribed textbook for language B?

No, it is the teacher’s responsibility to ensure that any texts or resources are suitable for the course of study and allow students to achieve the aims of the language B course. It is expected that the instructional resources used will be current, accurate and take into consideration the IB mission of intercultural understanding and respect.

How much grammar should be taught in class?

Teaching grammar should not be an aim in itself. In order for the students to achieve the objectives as stated in the curriculum, and be able to demonstrate proficiency of the assessment criteria, grammar should always be taught in context.

Can a work or resource in translation be used?

No, all resources and literary works must have been originally written in the target language and must reflect a culture where the target language is spoken.

Can the IB produce a list of suggested literary works that can be studied in the language B HL course?

Because we cannot fully know the school or student or community context, the IB cannot determine the appropriateness of a given text for any specific student or group of students. Thus it remains the responsibility of the teacher to take these into consideration along with the requirements and guidance published in the [Language B guide \(first exams 2020\)](#) in determining the appropriateness of the literary works used for language B HL. Teachers can join the community of educators on the My IB DP language B pages to share suggestions of literary works with which they have had success with their students in their school context.

Can two works of the same literary form (for example, two novels) be used as the literary works studied for the course?

The literary works studied over the two years of the language B HL course must be different works, but do not have to be from different literary forms. Two different novels may be studied, two different plays may be studied, two different collections of poetry may be studied, etc.

If using two different collections of short stories (approximately 7–10 each), it is important that these be distinct sets and that no short story appears in both sets. If using two different collections of poetry (approximately 15–20 poems or 600 lines) it is important that these be distinct sets and that no poem appears in both sets.

Does language B have a prescribed author list?

There is no prescribed author list for language B. However, care must be taken to ensure that the same author is not being studied for language A. The [Language A: language and literature guide \(first assessment 2021\)](#) expressly prohibits a language A: language and literature candidate from studying an author which the candidate is studying as part of a language B course.

Can a work that a student has read in language A (in translation) be chosen for the extended essay in language B (original version)?

No, the literary work studied in translation in language A cannot be used for the language B extended essay (EE) in category 3 (literature). Teachers should refer to the “Language acquisition, including classical

languages” section of the *Extended essay guide* for complete details on the EE in language acquisition courses.

Must a language B category 3 extended essay be a literary critical analysis?

A language B category 3 extended essay is an analysis of a literary nature, based on a specific work or works of literature, written exclusively in the target language of the course. Literary criticism is not one of the objectives of the language B course. The intent of undertaking of a category 3 extended essay is to gain a greater or more in-depth understanding of the target language and culture from a literary angle. Teachers and students must refer to the *Extended essay guide* (first assessment 2018) for full details and requirements.

Can students read a translated literary work in language A and the same book in the original version in language B?

No, this is not allowed.

How many short stories qualify as one literary work?

Approximately 7–10 short stories could be considered appropriate. It should be kept in mind that this is a language acquisition course and therefore the length and complexity of the stories should be considered when choosing exactly which and how many to study.

How many poems qualify as one literary work?

Approximately 15–20 poems/600 lines could be considered appropriate. It should be kept in mind that this is a language acquisition course and therefore the length and complexity of the poems should be considered when choosing exactly which and how many to study.

Do all poems or short stories have to be by the same author or be linked by theme?

No, this is not necessary. It is up to the teacher to determine which works will be studied, and these do not have to be linked in any way.

Can a graphic novel be studied as a literary work?

Yes, a graphic novel can be used so long as it was originally written in the target language, is reflective of a target language culture, demonstrates the characteristics of literature (complex narratives, character and plot development, etc.), contains an appropriate amount text and is of sufficient length.

Paper 1: Productive skills—writing

What is the difference between SL and HL?

For both SL and HL, candidates are given a choice of three tasks (each based on one of the five themes) and must choose one task to address. At HL, the nature of the tasks is more demanding than at SL, and the responses require both the use of more complex language and structures as well as more fully developed analysis, evaluation, synthesis and interpretation skills. This difference between SL and HL is also reflected in the assessment criteria which, at HL, take as their starting point the middle bands of the SL criteria and proceed upward from there.

Paper 2: Receptive skills

What is the difference between SL and HL?

For the listening comprehension part of paper 2, candidates will be presented with three audio passages covering topics drawn from the five themes. The length and difficulty of the passages mark the difference between SL and HL.

For the reading comprehension part of paper 2, candidates will receive three written passages covering topics drawn from the five themes. The length and complexity of the passages mark the difference between SL and HL. Likewise, the responses at HL will require the use of more developed higher-order thinking skills.

Both the listening and reading comprehension parts of paper 2 feature crossover texts—identical texts accompanied by course- and level-specific questions. The third text for language ab initio is the same as the first text for language B SL and the third text for language B SL is the same as the first text for language B HL.

Why was listening comprehension added as a discretely assessed section?

Although listening comprehension had long been assessed as an interactive skill during the individual oral assessment, it was not being assessed as a purely receptive skill. It was determined very early in the curriculum review cycle that the lack of assessment of this skill was not providing a complete picture of the abilities of the language acquisition students. The addition of a discrete listening comprehension assessment section highlights not only the importance of proficiency in this skill for everyday communicative situations but also the importance of exposing learners to the wide variety that exists in oral texts.

Internal assessment: SL

What should be done if a candidate's presentation in the individual oral is shorter than 3 minutes?

In order to adhere to the overall timing of the activity, ensure that the second part, the discussion, is longer.

What should be done if a candidate's presentation in the individual oral is longer than 4 minutes?

The teacher must have control of the timing. It is important that the individual oral complies with the timing stipulated in the guide. Should the candidate begin to exceed 4 minutes in part 1 of the oral, it is up to the teacher to interrupt and indicate that part 2 must begin.

Does a photograph have to be used as the visual stimulus for the individual oral assessment?

No, the visual stimulus may be a photo, a poster, an illustration or an advertisement providing any text that appears on the stimulus is minimal and in the target language. The candidate should not have seen the stimulus prior to the individual oral assessment.

Can more than one candidate use the same visual stimulus?

Yes, this is allowed so long as the student does not know which stimuli will be presented to them. The chart in the *Language B guide* (first assessment 2020) illustrates how the teacher may choose to do this.

Can the visual stimulus be given a caption?

No, the visual stimulus must simply be labelled in the target language only with the name of the theme to which it belongs.

Internal assessment: HL

What should be done if a candidate's presentation in the individual oral is shorter than 3 minutes?

In order to adhere to the overall timing of the activity, ensure that the second part, the discussion, is longer.

What should be done if a candidate's presentation in the individual oral is longer than 4 minutes?

The teacher must have control of the timing. It is important that the individual oral complies with the timing stipulated in the guide. Should the candidate begin to exceed 4 minutes in part 1 of the oral, it is up to the teacher to interrupt and indicate that part 2 must begin.

Do the literary extracts selected for the individual oral assessment have to be from the two works studied during the course?

Yes, the teacher needs to choose the extracts from these two works. Each extract must be up to approximately 300 words (or character equivalent) long.

Can more than one candidate use the same literary extract?

Yes, this is allowed so long as the student does not know which extracts will be presented to them. The chart in the *Language B guide* (first assessment 2020) illustrates how the teacher may choose to do this. Because the students are allowed to annotate the extract, sufficient copies of each extract must be available for use during the activity.

How are the literary extracts labelled?

Each extract must be labelled only with the title of the work and the author's name.

Are the candidates allowed to write on the extract?

Yes, candidates may mark up the extract. Candidates are also to be given one sheet of blank paper on which to make brief working notes (of no more than 10 notes in bullet-point form) during the 20-minute preparation period prior to the presentation.

What is the maximum number of literary extracts that can be used from each literary work studied?

The chart shown in the *Language B guide* for the HL IA literary extracts indicates the minimum number of extracts for a given number of students. There is no maximum number of literary extracts. Teachers are free to select more than three extracts per literary text studied to provide greater variety in the combinations presented to the students.

Does the literary extract have to be an uninterrupted passage from the literary work or can an extract that is longer than 300 words be used with part of it replaced by ellipses (...)?

Each literary extract must be an uninterrupted passage from the literary work. Ellipses must not be used to omit content from within a selected passage. The guidance indicating that each extract be "up to approximately 300 words" provides for a reasonable allowance over 300 words, given differences in languages and text content.

Can shorter passages from two different parts of a literary work be combined into one passage in order to reach, but not exceed 300 words?

Each literary extract must be an uninterrupted passage from the literary work. Separate passages must not be combined into one extract. The guidance indicating that each extract be "up to approximately 300 words" provides for a reasonable allowance over 300 words, given differences in languages and text content.

If using a collection of short stories, can candidates know in advance from which short stories the extracts for the individual oral assessment will be taken?

Teachers should approach a collection of short stories as if it were a single work and can select extracts from any of the short stories in this collection. Although candidates must know which short stories are included in the collection and that the collection will be one of the two "works" from which extracts will be taken, teachers must not disclose in advance from which of the specific short stories the extracts will be taken. During the individual oral assessment, candidates must be presented with one extract taken from a short story in this collection, and another extract taken from the other work (or collection of works) studied.

If using a collection of poems, can candidates know in advance which poems the extracts for the individual oral assessment will be taken?

Teachers should approach a collection of poems as if it were a single work and can select extracts from any of the poems in this collection. Although candidates must know which poems are included in the collection and that the collection will be one of the two "works" from which extracts will be taken, teachers must

not disclose in advance from which of the specific poems the extracts will be taken. During the individual oral assessment, candidates must be presented with one extract taken from a poem in this collection, and another extract taken from the other work (or collection of works) studied.

When using a graphic novel as one of the literary works of the language B HL course, how should teachers prepare the extracts?

It is important to remember that for graphic novels, both the text and the images create meaning. It is recommended that text-heavy passages from graphic novels be used when selecting the literary extracts that will be used in the individual oral assessment.

When preparing extracts from a graphic novel, the pages from the graphic novel must be photocopied as they naturally occur in the work, complete with images and text (up to approximately 300 words). This applies only to graphic novels; for all other literary forms (poetry, drama, novel, novella, short story), extracts are to be copied onto plain paper with only the title and author included as additional information.

Assessed student work in additional languages

Arabic	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Chinese—Cantonese	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3 - Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

External assessment—paper 1 HL			
Example 4	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Chinese—Mandarin	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)

Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Danish	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Dutch	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
English	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Finnish	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)

French	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
German	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Hebrew	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 4	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 6	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Hindi	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Indonesian	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)

Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Italian	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Japanese	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Korean	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Malay	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 4—Not yet available	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Norwegian	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Portuguese	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Russian	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)

Spanish	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Swahili	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)

Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Swedish	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
External assessment—paper 1 HL			
Example 4—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 7	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 8	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 9	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)

Internal assessment—individual oral assessment HL			
Example 10	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 11	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 12	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Tamil	Student work	Assessment	Additional material
External assessment—paper 1 SL			
Example 1—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 2—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Example 3—Not yet available	Student work—written (PDF)	Assessment (PDF)	Stimulus material (PDF)
Internal assessment—individual oral assessment SL			
Example 4—Not yet available	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 5—Not yet available	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)
Example 6—Not yet available	Student work—oral (MP3)	Assessment (PDF)	Stimulus material (PDF)