

The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Language B standard level is in group 2, language acquisition. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

The IB subject briefs illustrate four key course components in the IB Diploma Programme,

- I. Course description and aims
- II. Curriculum model overview
- III. Assessment model

Overview of the language B standard level course and curriculum model

I. Course description and aims

The IB Diploma Programme language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. The course allows students to access the target language by studying it as a beginner or as someone with prior experience of the language.

Language B is designed for students who possess a degree of knowledge and experience in the target language. Those passing the course at standard level should be able to follow university courses in other disciplines in the language B that is studied.

Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

The assessments aim to test all students' ability to understand and use the language of study as well as key concepts through:

- learning a language by engaging with its use and meaning within a social framework
- developing receptive, productive and interactive skills in the language of study.

Students' success in the language B standard level course is measured by combining their grades on external and internal assessment.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			70
<i>Paper 1</i>	Text-handling exercises on four written texts	1.5	25
<i>Paper 2</i>	Written productive skills through one writing exercise	1.5	25
<i>Written assignment</i>	Written exercise and rationale based on intertextual reading		20
Internal			30
<i>Oral work</i>	Individual oral presentation		20
	Interactive oral activities		10

II. Curriculum model overview

Language B standard level

<i>Core</i>	Instruction on three topics <ul style="list-style-type: none"> • Communication and media • Global issues • Social relationships 	No recommended or prescribed teaching hours for each core topic or option, only the overall 150 hours
<i>Options</i>	Two options from the following five <ul style="list-style-type: none"> • Cultural diversity • Customs and traditions • Health • Leisure • Science and technology 	

III. Assessment model

Assessment for language B standard level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma

Learn more about how the IB Diploma Programme prepares students for success at university by going online to www.ibo.org/universities or email us at recognition@ibo.org.