

School No. 3511

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## **Language Spanish course outline (SL and HL)**

### **(including German curriculum)**

#### **Course specifics**

- The IB Language Spanish (course outline) combined with German curriculum for the Abitur in North-Rhine Westphalia.
- Students are taught three to four 45-minute-classes per week (4 if they do the subject as a standard level course in the German system (*Spanisch Neu*), 3 if they do the subject as a higher level course in the German system (*Spanisch Fortgeführt*)).

#### **Resources**

- Klink, Hella (Hg.), *Rutas superior. Arbeitsbuch Spanisch für die Qualifikationsphase. Schülerband*, Braunschweig (Schöningh), 2014.
- Different Works of literature
- Different feature films, documentaries and audio documentations
- Print and online media

#### **Course outline**

The general syllabus outlines of the German curriculum in Spanisch acquisition classes and of language B courses in the IB are very similar. In both students are to develop the ability to communicate in the target language through the study of language, themes and texts. A key aim of both courses is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. The only notable differences are some additional aspects in the German system (e.g. an additional focus on the analysis of texts, films and other visuals). Thus the course curriculum is designed as a combined curriculum.

Conceptual learning plays a major role in both systems. Therefore, students are encouraged to manage their own learning process which is supported by a wide range of learning experiences and strategies like e.g. individual or group presentations, pair/group work, fishbowl discussions, staged debates interdisciplinary learning, creative and practical realization of ideas (creating audio plays, film scenes) etc.

Throughout the course students work with a wide range of different text types and other materials, among them fictional texts (novels, plays, short stories, poems etc.) and non-fictional

texts (newspaper articles, blogs, reports, editorials, speeches, argumentative essays etc.) as well as audio and video materials.

The students study a minimum of two complete works of literature. Typical examples are:

- *La muerte y la doncella* de Ariel Dorfman
- *La composición* de Antonio Skármeta
- *La aventura de Saíd* de Josep Lorman
- *Abdel* de Enrique Páez
- *La memoria de los seres perdidos* de Jordi Sierra y Fabra

German curriculum topics relevant to the IB Language B courses are outlined in the left column of the table.

The German curriculum follows a thematic approach and completely covers all five prescribed themes. In the right column of the table the themes of the IB syllabus on which special focus is put in the given semester will be indicated.

Questions relating to Theory of Knowledge (TOK) and language are marked in green. Examples of possible CAS activities are marked in pink.

#### Course profiles

German curriculum including IB language B course curriculum	Themes from IB syllabus in focus and IB specifics
<p><b>Q1.1 (year 11, first semester)</b></p> <p><b>1. Las diversas caras del turismo en España</b></p> <p>aspectos tratados:</p> <ul style="list-style-type: none"> <li>• El turismo en Andalucía, así como otras regiones españolas</li> <li>• Retos y oportunidades de la economía</li> <li>• El turismo de masas y el turismo responsable</li> <li>• Los retos del medio ambiente (p. ej. la sequía)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organización social</b></li> <li>• <b>Ingenio humano</b></li> <li>• <b>Experiencias</b></li> <li>• <b>Cómo compartimos el planeta</b></li> </ul> <p style="color: pink;">CAS: Realizar una guía turística virtual con consejos para un turismo sostenible.</p>

<p><b>2. El bilingüismo como faceta de la sociedad española</b></p> <p>aspectos tratados:</p> <ul style="list-style-type: none"> <li>• La situación lingüística en España</li> <li>• La política lingüística (el monolingüismo y el bilingüismo)</li> <li>• Regionalismos e identidad nacional, por ej. con Cataluña</li> <li>• La independencia de Cataluña actual</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identities</b></li> <li>• <b>Organization social</b></li> <li>• <b>Experiences</b></li> </ul> <p>TOK: ¿Cómo se refleja el racismo, los prejuicios y la discriminación en el idioma?</p> <p>CAS: Participar activamente en una mesa redonda representando diferentes posturas sociales y políticas.</p>
<p><b>Q1.2 (year 11, second semester)</b></p> <p><b>1.+2. España, país de inmigración y emigración</b></p> <p>aspectos tratados:</p> <ul style="list-style-type: none"> <li>• Retos globales y perspectivas de futuro (las crisis económicas, la pandemia, etc.)</li> <li>• Realidad laboral y las perspectivas de la juventud española (factores de empuje)</li> <li>• La inmigración de otros continentes (p. ej. África y Sudamérica)</li> <li>• La travesía</li> <li>• La convivencia de las diferentes culturas: adaptación frente a aislamiento</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identities</b></li> <li>• <b>Organization social</b></li> <li>• <b>Experiences</b></li> <li>• <b>Organization social</b></li> <li>• <b>How we share the planet</b></li> <li>• <b>Human ingenuity</b></li> </ul> <p>TOK: ¿Cómo se refleja el racismo, los prejuicios y la discriminación en el idioma?</p> <p>CAS: Realizar presentaciones sobre testimonios reales de la migración. Participar en discusiones.</p>

## Q2.1 (year 12, first semester)

### 1. Chile: la memoria histórica en la literatura dramática

aspectos tratados:

- La memoria histórica de Chile a través del drama *La muerte y la doncella* de Ariel Dorfman
- La situación actual de Chile (el afán de libertad e igualdad)

### 2. Retos y oportunidades de la diversidad étnica en Latinoamérica

aspectos tratados:

- El desarrollo histórico y cultural de las diferentes etnias, por ej. la etnia Mapuche
- Las estructuras sociales y políticas de por ej. los Mapuche
- Perspectivas futuras de sociedades multiétnicas

- **Identidades**
- **Experiencias**
- **Ingenio humano**
- **Organización social**

CAS: Escribir una crítica literaria.

- **Identidades**
- **Organización social**
- **Experiencias**
- **Organización social**
- **Cómo compartimos el planeta**
- **Ingenio humano**

TOK: ¿Cómo se refleja el racismo, los prejuicios y la discriminación en el idioma?

CAS: Desarrollar proyectos de integración.  
Hacer una entrevista a una comunidad étnica de Latinoamérica.

<p><b>Q2.2 (year 12, secondsemester)</b></p> <p><b>1. El desafío de la pobreza infantil en Latinoamérica</b></p> <p>aspectos tratados:</p> <ul style="list-style-type: none"> <li>• La desigualdad social en Latinoamérica</li> <li>• Delimitación del trabajo infantil respecto a la explotación infantil</li> <li>• La situación de los niños callejeros y su sueño de una vida mejor</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identities</b></li> <li>• <b>Experiences</b></li> <li>• <b>Human ingenuity</b></li> <li>• <b>Social organization</b></li> </ul> <p>TOK: ¿Cómo se refleja el racismo, los prejuicios y la discriminación en el idioma?</p> <p>CAS: Organizar una charla con trabajador social y una ONG.</p>
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**Theory of knowledge**

The TOK questions outlined in the table above are exemplary questions. Individual topic choices will require different TOK questions. Some TOK questions are more general and can apply to several or all the topics studied. Students are encouraged repeatedly to discuss central TOK questions relating to the subject language, culture and, to some extent, literature and to apply them to different topics in order to get a better idea of the nature of and interdependency between language, culture and literature and develop more awareness of the way language can influence thinking.

**Creativity, activity, service (CAS)**

Students follow their own individual CAS project throughout the course of the IB programme. The activities outlined in the curriculum above should be seen as opportunities to integrate some CAS activities into the English B course. Individual teachers may introduce their own ideas for CAS activities in the Spanish courses. Additionally, IB students are always encouraged to make their own suggestions for possible CAS activities in the context of their English classes.

## **Assessment practice**

All students have to do 1 oral exam and 3 written exams throughout years 11 and 12 (DP years 1 and 2), which include reading, listening and listening-viewing comprehension, text production (descriptive, analytical, argumentative and creative texts) as well as mediation. These exams are a mandatory part of the German English-curriculum but at the same time they serve as preparation for papers 1 and 2 of the IB programme.

Besides, mock exams with sample or old exam tasks are offered to all IB students as additional practice.

## **IB Internal and external assessment requirements to be completed during the course**

### **1. Internal assessment**

Individual oral (25% of overall assessment)

SL: Based on visual stimulus

Duration: 12-15 minutes:

- Presentation (3-4 min.)
- Conversation based on the presentation (4-5 min.)
- General conversation based on other parts of syllabus (5-6 min.)

Preparation time: 15 minutes

HL: Based on literary extract

Duration: 12-15 minutes:

- Presentation (3-4 min.)
- Conversation based on the presentation (4-5 min.)
- General conversation based on other parts of syllabus (5-6 min.)

Preparation time: 20 minutes

Individual orals will be held in February and March of year 12 (2nd year of DP)

## 2. External assessment

Paper 1: Productive skills in writing (25% of overall assessment)

SL: 1hr 15, 3 tasks to choose from, 250-400 words

HL: 1hr 30, 3 tasks to choose from, 450-600 words

Paper 2: Receptive skills: reading and listening (50% of overall assessment)

SL: 1hr 45, 45 min. listening (25 marks), one hour reading (40 marks)

HL: 2hrs, 1 hour listening (25 marks), one hour reading (40 marks)

### Development of the IB learner profile

In language acquisition the IB all the ten attributes of the IB learner profile are developed to a certain extent. Special focus, however, is put on **communication** and **open-mindedness**.

It is self-evident that Spanisch classes foster the development of **communicators** by enabling students to express themselves confidently and creatively in different languages and encouraging them to engage with issues and ideas that have local and global significance (cf. e.g. the topics *Globalization and global challenges* and *Visions of the future* in the English B curriculum).

Moreover, **open-mindedness** is an attribute which is especially developed in our language classes since students concern themselves with different cultures and the values and traditions of others and relate them to their own culture(s) and personal histories (cf. e.g., the topic *Postcolonialism: Life in the wider anglophone cultural area* in the English B curriculum).