

Diploma Programme Year Plan

Name of the DP subject	Language B Dutch	
Level	Higher ✓	Standard ✓
YEAR 2		
UNIT	TOPIC/CONCEPT	ASSESSMENT COMPONENTS
Klimaatverandering	<p>In this unit, the students will learn about the UN Sustainable Development Goals. They will watch various videos concerning this topic and they will be able to create their own video and texts, expressing their concerns whilst constructing a valid oral and written argument in Dutch, about the importance of one or more of the Global Goals. They will make connections with current environmental issues in their own culture and they will do this whilst keeping in mind Bloom's taxonomy and the ATL skills.</p> <p>The SL students will work from <i>Nederlands in Actie</i>, HL students will work from <i>Nederlands op Niveau</i>.</p> <p>At the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. show international-mindedness through the study of languages, cultures, and ideas and issues of global significance. 2. communicate in the language they have studied in a range of contexts and for a variety of purposes. 3. show intellectual engagement and the development of critical- and creative-thinking skills through language learning and the process of inquiry. 	<p>Summative assessment: Reading comprehension, vocabulary, grammar, prepositions (90 minutes, grade 1, weight 20%) HL = chapter 5 <i>Nederlands op Niveau</i> SL = chapter 7 <i>Nederlands in Actie</i></p> <p>Submit Video Global Goals (grade 2, weight 10%, rubric Interactive Oral Activity)</p> <p>Individual Oral SL (15 minutes, grade 3, weight 10%)</p> <p>Paper 2 reading comprehension (60 minutes, grade 4, weight 20%)</p>

UNIT	TOPIC/CONCEPT	ASSESSMENT COMPONENTS
<p>Luistervaardigheid en Examen voorbereiding</p>	<p>This unit prepares the students for their Language B Dutch Exams: Listening comprehension, Reading comprehension, Writing Skills and Individual Orals.</p> <p>Exam components SL External assessment <u>Paper 1</u> (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%</p> <p><u>Paper 2</u> (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. 50%</p> <p>Internal assessment: Individual oral assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks) 25%</p>	<p>Summative assessment: Reading comprehension, vocabulary, grammar, prepositions (90 minutes, weight 20%) HL = chapter 6 <i>Nederlands op Niveau</i> SL = chapter 2 <i>Nederlands in Actie</i></p> <p>MOCK EXAMS: WRITING SKILLS, LISTENING COMPREHENSION, AND READING COMPREHENSION</p> <p>Listening comprehension: game addiction (45 minutes, weight 10%)</p> <p>Individual Orals</p> <ul style="list-style-type: none"> • identiteit = lifestyle, gezondheid en welzijn, normen en waarden, subculturen, taal en identiteit • ervaringen = vrije tijd, vakantie en reizen, levensverhalen, overgangsriten, gewoonten en tradities, migratie • menselijk vernuft = entertainment, artistieke expressie, communicatie en media, technologie, wetenschappelijke innovatie • sociale organisatie = sociale relaties, gemeenschappen, educatie, maatschappelijke betrokkenheid, de arbeidswereld, wetgeving en handhaving • samenleven op deze planeet = milieu, mensenrechten, vrede en oorlog, gelijkheid, globalisatie, ethiek, stedelijke en landelijke omgeving

	<p>Exam components HL</p> <p>External assessment</p> <p><u>Paper 1</u> (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%</p> <p><u>Paper 2</u> (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. 50%</p> <p>Internal assessment: Individual oral assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p> <p>At the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. communicate in the language they have studied in a range of contexts and for a variety of purposes 2. have opportunities, through language learning and the process of inquiry, for intellectual engagement and the development of critical- and creative-thinking skills 3. have a basis for further study, work and leisure through the use of an additional language <p>Conceptual understandings in Language B: Audience: Students understand that language should be appropriate for the person(s) with whom one is communicating. Context: Students understand that language should be appropriate to the situation in which one is communicating.</p>	<p>Literary works HL: <i>Sonny Boy</i> by Annejet van der Zijl <i>De overgave</i> by Arthur Japin <i>Het achterhuis</i> by Anne Frank</p>
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All Diploma Programme courses are designed as two-year learning experiences.