

## Group 2. Japanese B SL / HL.

### AIMS

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

### ASSESSMENT OBJECTIVES

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.

### LIST OF TOPICS

#### Themes (all covered)

- Social organization (社会関係)
- Identities
- Experiences

- Human ingenuity
- Sharing the planet

Literature (2 works) (文学作品) (HL Only)

ASSESSMENT TYPE	COMPONENT	IBDP WEIGHT %
<b>Internal Assessment</b>	<b>HL Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment 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)	25%
	<b>SL Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%
<b>External Assessment</b>	<b>HL External assessment (3 hours 30 minutes)</b> <b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing (30 marks) One writing task of <b>900-1,200 ji</b> from a choice of three, each from a different theme, choosing a text type from among those listed in the examination Instructions.	<b>75%</b> 25%
	<b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks)	<b>50%</b>
	Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks)	25% 25%
	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.  <b>SL External assessment (3 hours)</b> <b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing (30 marks)	75% 25%

	<p>One writing task of <b>500–800 <i>ji</i></b> from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p><b>Paper 2 (1 hour 45 minutes)</b> 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.</p>	<p><b>50%</b></p> <p>25%</p> <p>25%</p>
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