

Language developments in the Diploma Programme

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School supported self taught and
special request developments

Language related documents

Curriculum review developments

School supported self taught languages – major change in the **alternative oral examination for 2010 exams**

Section 1

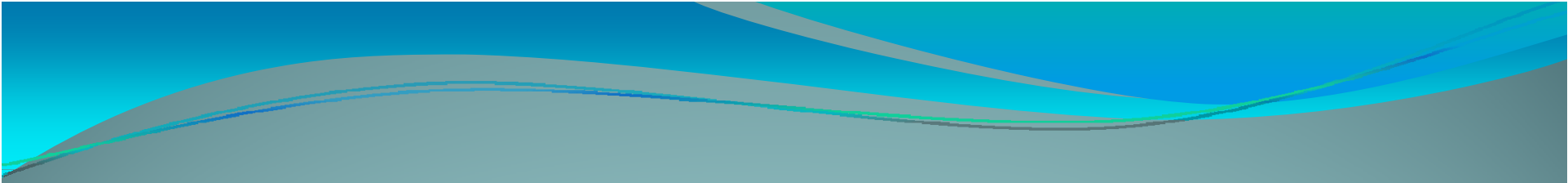
- students select their own passages
- questions made available at commencement of the course
- in final oral examination students choose from one of two questions
- passages and notes are given to the supervisor to send to the examiner

Self taught

Alternative oral examination

Section 2

- Students will present a prepared presentation based on two of their part 4 works
- Any notes used to be sent to the examiner



School supported self-taught language
A1: a guide for students, supervisors,
tutors and coordinators

Available on IBNET, and soon to be on the OCC

Guidelines for developing a school language policy 2008

- In IB World Schools offering the IB Diploma Programme, a language policy should enable a student's language profile to be developed by providing:
- well-resourced special-request and school-supported self-taught options in group 1 to maintain the mother-tongue development
- opportunities for learning *ab initio* and *B languages*.

Learning in a language other than mother tongue in IB programmes 2008

‘ ...learners in schools are constructing knowledge in a language that is not their mother tongue

A language profile of any one of these learners may demonstrate two or more languages in his or her learning continuum.

This situation has created new challenges for learners, teachers and schools...’

‘Mother tongue’ clarification

‘The term **mother tongue** is used in the research literature in various ways. It may denote the language learned first; the language identified with as a “native” speaker; the language known best; the language used most. When used in this document, it includes all those meanings.’

from Learning in a language other than mother tongue in IB programmes 2008

Student language profiles

- The language background of students varies considerably, from monolingual students to students with complex language profiles, often with no mother tongue.
- Self taught and special request options help to support mother tongue entitlement. However, many students are studying literature in a language that is not their mother tongue.

- consider alternative models for developing and maintaining mother-tongue languages
- consider alternative models for addressing the needs of those learning in a language other than their mother tongue
- initiate or further develop a system for keeping a language profile of each learner

Implications for Group 1

- Group 1 is being redefined as suitable for students with a high level of competency in the target language, because many students do not have a ‘mother tongue’
- Some students will need non mother tongue support for group 1 subjects as they do for their other subjects.
- No single subject can meet all language support needs.

Self taught and special request support

- Site being developed for the OCC with faculty member to run forum
- Detailed procedure for new self taught alternative oral examination – suitable for students, supervisors, tutors and coordinators (IBNET and new OCC site)
- From November 2009 French A1, German A1, Indonesian A1, Japanese A1 and Korean A1 will be automatically available (no longer special request subjects)

Self taught and special request support

- List of special request languages with examiners now available (DPCN)
- Schools can request book lists

Groups 1 and 2 review schedule

- 2008/2009:

New guide for Latin and Classical Greek

- 2010 May and November

First exams for Latin and Classical Greek

- 2011/2012:

First year of teaching new Group 1 and 2 courses

- 2013 May and November:

First examinations of new Group 1 and 2 courses

Structure of Groups 1 and 2

CURRENT

Group 1:

- Language A1 (HL and SL)

Group 2:

- Language A2 (HL and SL)
- Language B (HL and SL)
- Language *ab initio* (SL)

PROPOSED

Group 1:

- Language and literature course (HL and SL)
- Literature course (HL and SL)

Group 2:

- Language B (HL and SL)
- Language *ab initio* (SL)

Possible Future Course Combinations

- One group 1 course and one group 2 course
- Two group 1 courses
 - literature course and language and literature course
- Two group 1 courses
 - two literature courses
- Two group 1 courses
 - two language and literature courses
- Three language courses selected from groups 1 and 2

Group 1 Proposals - Syllabus

- Literature option:
 - 13 works at HL and 10 at SL
 - Works in translation restricted to Parts 1 and 4 only
- Language and literature option:
 - 6 works at HL, 2 of which are works in translation
 - 4 works at SL, 1 of which are works in translation

Language Provision in Group 1

Course	Nature of the course
Language A: Literature	Focus: developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments
Language A: Language and Literature	Focus: developing an understanding of the constructed nature of meanings generated by language; developing writing and analytical skills across a wide range of text types and genres.
Text and Performance	Focus: A synthesis between Language A1 and Theatre. Explores the dynamic relationship between literature and performance.

Group 1 Syllabus

Language A – Language and Literature		Language A - Literature	
Syllabus Component	Texts or areas of study	Syllabus Component	Texts
Part 1: Language in Cultural Context	gender, language and power, history and evolution of the language	Part 1: Intercultural Investigations	HL: 3 works in translation from PLT SL: 2 works in translation from PLT
Part 2: Literature - Texts and Contexts	HL: 3 works SL: 2 works (HL: 1 or 2 works in translation. SL: 1 in translation)	Part 2: Critical Awareness	HL: 3 works from PBL SL: 2 works from PBL (each work from a different genre)
Part 3: Literature – Critical Study	HL: 3 works SL: 2 works	Part 3: Literary genres: historical connections	HL: 4 works from PBL SL: 3 works from PBL (each work from the same genre)
Part 4: Language in Practice	bias, stereotypes, persuasion, language and the state © Copyright Kate Jenkins	Part 4: Options (ex. literature and film, new textualities)	HL: 3 works SL: 3 works (each work from the PBL or in translation)

Group 1 Assessment Outline - HL

Language A - Language and Literature		Language A - Literature	
Assessment Component	Weighting	Assessment Component	Weighting
External Assessment	70%		70%
Paper 1: Textual analysis (2 hours) • choice of unseen texts (non-literary)	25%	Paper 1: Commentary (2 hours) • choice of unseen literary texts (prose or poem)	25%
Paper 2: Essay (2 hours) • one out of 6 questions, based on Part 2	25%	Paper 2: Essay (2 hours) • one out of six questions based on Part 3	25%
Written tasks • dossier of at least 4 written tasks: two tasks are based on literature, one on Part 1 and one on Part 4 • students submit two written tasks	20%	Interactive oral activity leading to an essay (1200-1500 words) on one work in Part 1. Essay to include an intercultural focus.	20%

Group 1 Assessment Outline - HL

Language A - Language and Literature		Language A - Literature	
Assessment Component	Weighting	Assessment Component	Weighting
Internal Assessment	30%		30%
Individual oral commentary <ul style="list-style-type: none"> • based on an extract from a text studied in Part 3 (15 minutes) 	15%	Individual oral commentary (10 minutes), based on a poem from Part 2, followed by an interview (10 minutes) on Part 2 works	15%
Interactive oral activity <ul style="list-style-type: none"> • 2 interactive orals, One based on Part 1 and one on Part 4 • the mark of one interactive oral is chosen for final assessment 	15%	Individual oral presentation based on Part 4 works	15%

Group 1 Assessment Outline - SL

Language A - Language and Literature		Language A - Literature	
Assessment Component	Weighting	Assessment Component	Weighting
External Assessment	70%	External Assessment	70%
Paper 1: Textual analysis (1 ½ hours)	25%	Paper 1: Comparative response on an unseen extract (1 hour)	25%
Paper 2: Essay (1 ½ hours) • one out of six questions, based on Part 2	25%	Paper 2: Essay (2 hours) • one out of six questions, based on Part 3	25%
Written tasks • dossier of at least three written tasks: one task is based on literature, one on Part 1 and one on Part 4 • students submit two written tasks	20%	Interactive oral activity leading to an essay on one work in Part 1. Essay to include an intercultural focus.	20%

Group 1 Assessment Outline - SL

Language A - Language and Literature		Language A - Literature	
Assessment Component	Weighting	Assessment Component	Weighting
Internal Assessment	30%	Internal Assessment	30%
Individual oral commentary • based on an extract from a text studied in Part 3 (15 minutes)	15%	Individual oral commentary based on Part 2 works	15%
Interactive oral activity • 2 interactive orals, One based on Part 1 and one on Part 4 • the mark of one interactive oral is chosen for final assessment	15%	Individual oral presentation based on Part 4 works	15%

Language Review: Group 1

- The language criterion will be the same for both courses, reflecting the new definition of group one. The descriptors will be similar to the current A2 language criterion.
- Language and literature draws on and develops a wider range of skills compared with Literature
- Teaching the new Language and literature course will require similar background to, for example, many national English courses. Could be split between language and literature units.

Placement of students

- The IB is planning to map language courses to the Common European Framework levels of achievement.
- Students should be placed in courses that stretch them educationally, and our aim is to state clearly the level of competence they are expected to reach having completed the courses.

CEFR levels

- **Basic user**

A1

Language *ab initio*

A2

- **Independent user**

B1

Language B SL

B2

Language B HL

- **Proficient user**

C1

Literature and Language and Literature SL

C2

Literature and Language and Literature HL

Course descriptions


Course	Description
Language <i>ab initio</i>	Understands frequently used language related to areas of most immediate concern. Can communicate simple and direct exchange of information on familiar and routine matters. Can describe familiar things in simple terms.

Course descriptions

Course	Description
Language B SL	Understands the main points of clear standard input on familiar matters and deal with most situations in areas where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

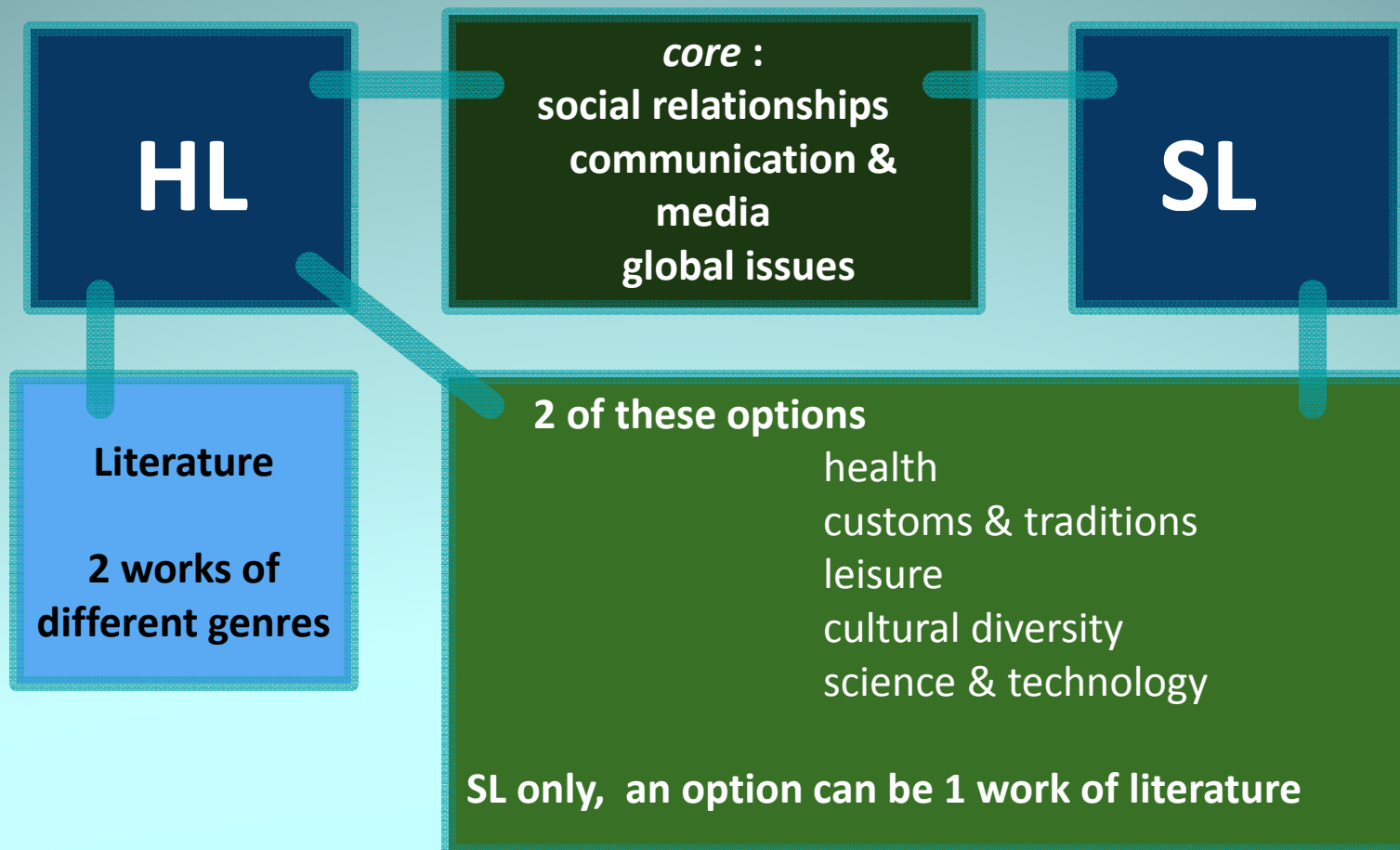
Course descriptions

Course	Description
Language B HL	Understands the main ideas of complex text on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.



Language B HL and SL syllabus and assessment

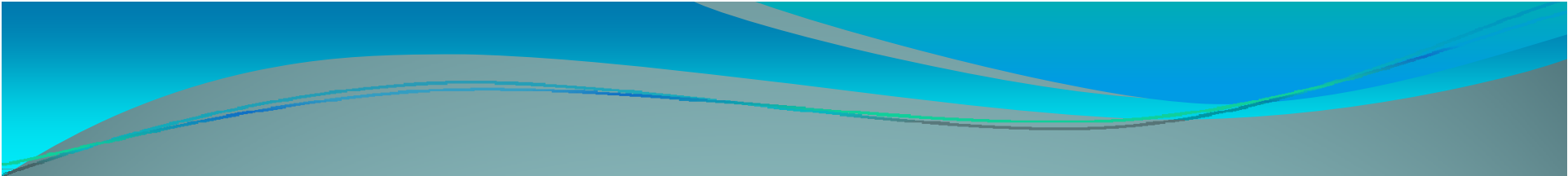
syllabus model aims to develop the candidate's linguistic & inter-cultural communicative competences



Higher level	Time	Weight
<p>Paper 1. Receptive skills 4 texts - 3 linked to core options, 1 of literary nature. External assessment</p>	1h 30m	25%
<p>Paper 2. Productive skills Section A: Write a personal response to a statement on a topic from the core 10% Section B: 1 of 5 writing tasks, based on one of the options, in a variety of text types. 15% External assessment</p>	1h 30 m	25%
<p>C. Written Assignment Based on one of the literary works, using one of the text types available for paper 2. Candidate's choice of topic. 600-700 words. External assessment</p>		20%
	Time	Weight
<p>Oral and Aural Interactive skills A. Individual. Linked to the options Internal assessment</p>	<p>15 minute preparation time 15-20 minute exam 2 parts: presentation and discussion</p>	20%
<p>B. Classroom activities Internal assessment</p>	<p>Best of 3 classroom activities, one of which is based on a listening stimulus. Individual form to be submitted</p>	10%
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Standard level

Component	Time	Weight
Paper 1. Receptive skills 4 texts linked to the core External assessment	1h 30m	25%
Paper 2. Productive skills 1 of 6 writing tasks, based on one of the options, one of them on literature, in a variety of text types. 15% External assessment	1h 30 m	25%
Written assignment Based on a core topic - personal response Candidate's choice of topic. 300-400 words. External assessment		20%
	Time	Weight
Oral and Aural Interactive skills A. Individual. Linked to the options internal assessment	15 minute preparation time 12-15 minute exam, 2 parts: presentation and discussion	20%
B. Classroom activities Internal assessment	Best of 3 classroom based activities, one of which is based on a listening stimulus.	10%



Language *ab initio* syllabus and assessment

Receptive skills

LANGUAGE

Interactive skills

TEXTS

IC

THEMES

Productive skills

Language *ab initio* assessment

Current Model

- External: 70%
Paper 1: 40% (32% text-handling, 8% written response)
Paper 2: 30% (Section A 10%, Section B 20%)
- Internal: 30%
Individual Oral: (approximately 10 minutes) 15%
Interactive Oral: 15%

Proposed Model

- External: 75%
Paper 1: 30%
Paper 2: 25%
Research topic: 20%
- Internal: 25%
Individual Oral: (approximately 12 – 15 minutes)

Curriculum review – which languages?

Group 1

Language A: Literature (HL and SL)

- Around 45 authorised languages plus special requests
- Language A SL will be available as a self taught option

Language A: Language and Literature (HL and SL)

- 16 languages.

Text and Performance SL English, French and Spanish

Curriculum review – which languages?

Group 2

Language *ab initio*

11 + English

Language B HL and SL

Comparable with current number of languages

Final decision early in 2009. Currently based on 30
candidate 5 school principle

A2/Language and literature

May session

Arabic Chinese Dutch
English French German
Italian Japanese Mod
Greek Norwegian Pilipino
Portuguese Russian
Spanish Swedish Thai

November session

English French
German Portuguese
Spanish

Suggestions received for other languages:
Indonesian Hindi Korean Chinese (November)

Recent postings

- Opportunity to suggest changes to the PBLs and PWL
- Procedures for the new alternative oral examination for school supported self taught students (IBNET)
- Report on Language A: Literature developments
- Reports from the recent Language B and language *ab initio* curriculum review meetings



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