

DP Languages Entry Thresholds: Curricula Crosswalks

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The tables below provide crosswalks for converting grades/scores from (I)GCSE, MYP, IELTS, Oxford Placement Test, DELF and HSK) into CEFR levels. These CEFR levels are then mapped against the most appropriate Diploma Programme (DP) Language course.

These crosswalks are for **guidance only** and should not be used as a blind tool. Use these as **starting points** for your discussions, and be prepared to take into account your school context along with any unique situations and personal circumstances.

Placement Premise:

Hard cutoffs are made here for clarity, but there are always grey areas and borderline cases. E.g. a student may be A2 in speaking and writing, but B1 in listening, and B2 in reading comprehension.

- **B2** and above is considered "too good" for the Language B HL course and should be placed in a **Language A** course.
- **B1** is considered "too good" for the Language B SL course and should be placed in a **Language B HL** course (or Language A, if B2 or over).
- A student with any prior study of a language (absent brief carousels, taster sessions or joining a class for the final few weeks of the year preceding only) **and** who has had *very limited exposure* (which includes exposure on the streets, overhearing conversations, reading street signs, watching TV etc.) should be placed in **Language Ab Initio**.

It is worth noting that there are some 'gaps' between courses that students are in danger of falling into, particularly if the pre-DP language provision of the school is not robust.

- A student may be "too good" for Language B, but "not good enough" for Language A. This happens where their proficiency reaches at least the upper B1 or lower B2 level, they may have been coasting in language acquisition classes, and may not have been challenged with talking about or responding to ideas in literary works.
- A student may have studied a language "too much" for Ab Initio, but "not enough" to become proficient enough for Language B SL.

These crosswalks will only be truly useful if you can rely on the level reported. External qualifications are more reliable, as students often don't want to "sacrifice" them and will do their best. Internal teacher assessments over long periods of time have much validity, but you will need robust systems in place to ensure all teachers are marking to the same standard.

1. (I)GCSE (Cambridge, AQA, Edexcel)

This table uses (I)GCSE First Language, Second Language and Foreign Language courses as a benchmark for entry. These courses are not standardised across languages like the IB. You must refer to the specific syllabus and board for accurate mapping, but most follow this map below:

IGCSE Grade/Score (A*-G or 9-1)	Corresponding CEFR Level	Recommended DP Language Pathway
First Language - Any grade	B1 and above	Any Language A course
Second Language - D / 3 and above	B2 and above	Any Language A course
Second Language - E / 2 Foreign Language - A* / 9 - B / 6	B1	Language B HL
Second Language - F & G / 1 Foreign Language - C / 5 to E / 2	A2	Language B SL

2. IB Middle Years Programme (MYP)

This crosswalk is based on the final MYP placement.

MYP Level	Corresponding CEFR Level	Recommended DP Language Pathway
Language & Literature Studies - Any grade Language Acquisition - Phase 5* & 6	N/A B2 - C1	Any Language A course
Phase 5**	B2	Any Language A course Language B HL
Phase 4	B1	Language B HL, with SL allowed
Phase 3	A2	Language B SL Language B HL (Lower-end Placement)
Phase 2	A1	Advise to another language, with B SL allowed
Phase 1***	A0	Language Ab Initio (SL only)

* Students with more than one semester of study in Phase 5 should go into Language A. However, it is recommended that these students have exposure to at least one semester's worth of working with literary texts in that language to prepare for the DP Language & Literature course.

** Students entering into Phase 5 within the final semester of MYP 5 are eligible for Language A, but may be better placed in Language B HL if they will have had no experience with literary works by the time they start DP. It is worth pointing out that the Language A guide says, "While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studies in language and literature."

*** For Ab Initio eligibility, Phase 1 students are permitted to embark on the course, but this is assumed that such students have had very limited time learning on the course. For example, this may be students who begin learning the language during the final weeks of the preceding year. Students who have studied for a full year are already "well beyond the scope of 'very limited exposure'" and would likely constitute maladministration by the school if placed into the course.

3. IELTS (English only)

This table uses the Overall Band Score from the IELTS Academic test, and can be used to determine if English B or English A is the most appropriate language placement.

IELTS Overall Score	Corresponding CEFR Level	Recommended DP Language Pathway
5.5 and above	B2 - C2	Any English A course
4.0 - 5.0	B1	English B HL
3.0 - 4.0	A2	English B SL
2.0 - 3.0	A1	Advise to another language

4. Oxford Placement Test (English only)

This table uses the score generated by the Oxford Placement Test, as a commonly used tool in international schools. Other tests' CEFR maps, such as Oxford English Test and its derivations are easily found online. It can be used to determine if English B or English A is the most appropriate language placement.

Oxford Placement Test Score Range	Corresponding CEFR Level	Recommended DP Language Pathway
61 and above	B2 - C2	Any English A course

Oxford Placement Test Score Range	Corresponding CEFR Level	Recommended DP Language Pathway
41 - 60	B1	English B HL
21 - 40	A2	English B SL
20 and below	A1 and below	Another language advised

5. DELF (Diplôme d'études en langue française - French only)

This crosswalk is based on the achieved level of the DELF qualification, which allows mapping to the French language courses. DALF refers to the advanced courses, demonstrating C1-C2 proficiency.

DEL/DALF Level	Recommended DP Language Pathway
C1 - C2 (DALF)	Any Language A course
B2	Any Language A course
B1	Language B HL
A2	Language B SL

6. HSK (Hanyu Shuiping Kaoshi - Chinese only)

This table uses the HSK levels as a benchmark for Mandarin Chinese proficiency, with the CEFR maps officially endorsed by the Chinese Ministry of Education. There is some argument from Chinese teachers outside China that these correlations are a little different in real world application. You may want to pilot these maps and consider a slightly softer approach: e.g. Stronger HSK 4 scores remaining in Language A, but lower scores moving into B HL.

Note: The HSK 3.0 standard is in transition; this table reflects the widely used HSK 2.0 correlation.

HSK Level	Corresponding CEFR Level	Recommended DP Language Pathway
HSK 4 - 6	B2 - C2	Any Language A course

HSK Level	Corresponding CEFR Level	Recommended DP Language Pathway
HSK 3	B1	Language B HL
HSK 2	A2	Language B SL
HSK 1	A1	Advise into another language