



## Enloe Magnet High School

### Course Outline-DP Language Acquisition

This two-year course is designed for students with some previous experience of the target language (Chinese, French, German, Italian, Japanese, Russian, Spanish). Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

### Syllabus Content

Theme	Guiding principle	Optional recommended topics		Possible questions
<b>Identities</b>	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health and well-being</li> <li>• Beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Subcultures</li> <li>• Language and identity</li> </ul>	<ul style="list-style-type: none"> <li>• What constitutes an identity?</li> <li>• How do language and culture contribute to form our identity?</li> </ul>
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Holidays and travel</li> <li>• Life stories</li> </ul>	<ul style="list-style-type: none"> <li>• Rites of passage</li> <li>• Customs and traditions</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• How does our past shape our present and our future?</li> <li>• How and why do different cultures mark important moments in life?</li> </ul>
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Artistic expressions</li> <li>• Communication and media</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Scientific innovation</li> </ul>	<ul style="list-style-type: none"> <li>• What can we learn about a culture through its artistic expression?</li> <li>• How do the media change the way we relate to each other?</li> </ul>
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> <li>• Social relationships</li> <li>• Community</li> <li>• Social engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> <li>• The working world</li> <li>• Law and order</li> </ul>	<ul style="list-style-type: none"> <li>• What is the individual's role in the community?</li> <li>• What role do rules and regulations play in the formation of a society?</li> </ul>
<b>Sharing the planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> <li>• The environment</li> <li>• Human rights</li> <li>• Peace and conflict</li> <li>• Equality</li> </ul>	<ul style="list-style-type: none"> <li>• Globalization</li> <li>• Ethics</li> <li>• Urban and rural environment</li> </ul>	<ul style="list-style-type: none"> <li>• What environmental and social issues present challenges to the world, and how can these challenges be overcome?</li> <li>• What challenges and benefits does globalization bring?</li> </ul>





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### Assessment Objectives:

There are five assessment objectives for the language acquisition course. Students will be assessed on their ability to:

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, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

### Assessment Details

Language B SL and HL assessment outline		Weighting
External 75%	<b>Paper 1</b> (productive skills) One writing task from a choice of three  Writing—30 marks	25%
	<b>Paper 2</b> (receptive skills) Separate sections for listening and reading  Listening—25 marks Reading—40 marks	25% 25%
	<b>Internal</b> 25%	
	<b>Individual oral assessment</b>  30 marks	25%

Students sit for the external assessment (examination) in May of their designated testing year.

The internal assessment is submitted to the teacher for scoring in the designated testing year.

External assessments are scored by IB examiners, while the internal assessment is scored by the teacher.





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### Internal Assessment Criteria

The individual oral is internally assessed by the teacher and externally moderated by the IB using assessment criteria that relate to the objectives for language B. Each oral is assessed against the following criteria. The final mark for each oral is the sum of the scores for each criterion. The maximum possible final mark is 30. **Students will not receive a grade for language B SL/HL if they have not submitted an individual oral assessment.**

#### SL

<b>Criterion A</b>	Language	12
<b>Criterion B1</b>	Message-Visual stimulus	6
<b>Criterion B2</b>	Message-Conversation	6
<b>Criterion C</b>	Interactive skills-Communication	6
<b>Total</b>		30

#### HL

<b>Criterion A</b>	Language	12
<b>Criterion B1</b>	Message-Literary extract	6
<b>Criterion B2</b>	Message-Conversation	6
<b>Criterion C</b>	Interactive skills-Communication	6
<b>Total</b>		30





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### Grade Descriptors

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#### HL

##### Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

##### Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

##### Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

##### Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

##### Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

##### Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.





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### Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

### SL

### Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing to effectively suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

### Grade 6

Students speak mostly clearly and fluently; use a varied range of language most accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit intended audience and purpose; express their ideas and organize their work coherently.

### Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

### Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.





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### Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

### Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

### Grade 1

Students speak very hesitantly and unclearly, use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

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Students will not receive a score in the event of any of the following:

1. The candidate does not provide work by the internal school deadline(s).
2. The candidate does not complete work owing to a lack of diligence or personal organization.
3. The school identifies academic misconduct by the candidate (for example, the work is plagiarized).







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## **Academic Integrity**

### **Student academic misconduct:**

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

### **Approaches to Learning (ATL)**

Approaches to learning across the Diploma Programme refer to deliberate strategies, skills and attitudes which are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning categories are:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

Development of these skills are key to success in the Diploma Programme and will be formally and informally taught and assessed.





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