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# Language Provision in Groups 1 and 2 of the DP – The Future

**DP Coordinators' Conference - IBSCA  
December 2010**

# The Context

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- Decision taken by the IB in 2004 to conduct a major joint review of language provision across groups 1 and 2
- The aim of this review was to consider language provision in both groups

## Examples of languages on offer

Language A1	Language A2	Language B	Lang <i>ab initio</i>
Albanian	Dutch	Danish	Arabic
Arabic	English	Dutch	English
Chinese	French	English	French
English	Italian	French	German
French	Modern Greek	Indonesian	Italian
German	Norwegian	Korean	Japanese
Japanese	Portuguese	Malay	Malay
Russian	Russian	Spanish	Mandarin
Spanish	Swedish	Swahili	Spanish
Welsh	Thai	Tamil	Swahili

# The Context

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- The aim of curriculum development is:
  - to produce excellent, internationally minded, research based curriculums and support material that enable students to develop the attributes of the learner profile and the IB mission thereby providing an excellent preparation for life in the 21st century.

# Curriculum review process

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- consultative, working with
  - teachers
  - examiners
  - consultants
  - **IB Cardiff staff**

# Structure of Groups 1 and 2

## CURRENT

### Group 1:

- Language A1 (HL and SL)
- Text and performance (SL)

### Group 2:

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

## NEW

### Group 1:

- Language A – Language and literature (HL and SL)
- Language A – Literature (HL and SL)
- Literature and performance (SL)

### Group 2:

- Language B (HL and SL)
- Language *ab initio* (SL)
- Classical languages (HL & SL)

# Curriculum review documents

Available September 2010

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- Draft Prescribed literature in translation list (PLT, formerly PWL)
- Draft Prescribed list of authors (PLAs) in:
  - Chinese
  - English
  - French
  - German
  - Modern Greek
  - Spanish
  - Swedish

# Curriculum review documents

## December 2010

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- All other draft PLAs on OCC
- Draft groups 1 and 2 guides on OCC

# Curriculum review documents

## February 2010

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- Final draft of PLT and PLAs available on OCC and for sale as paper copy
- Final draft of groups 1 and 2 guides on OCC and for sale as paper copy
- Language *ab initio* language specific syllabuses
- Specimen papers for all courses

## Subject specific seminars January – March 2010

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- Scheduled in different parts of the world
  - New Orleans
  - Portland
  - Brussels
  - Zurich
  - Melbourne
  - Mexico City
  - Hong Kong

# Curriculum review documents

## May 2010

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- Teacher support materials for groups 1 and 2 courses
- Language A DVD to accompany TSM

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# GROUP 2

# Language B syllabus

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## The Core (HL/SL)

- social relationships (ex. minorities, taboos versus what is socially acceptable)
- communication and media (ex. bias in the media, the Internet)
- global issues (ex. natural disasters, poverty and famine)

# Language B syllabus

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The Options (at HL & SL, select 2 from 5)

- health (ex. diet & nutrition)
- customs & traditions (ex. celebrations, dress codes)
- leisure (ex. sports, exhibitions & shows)
- cultural diversity (ex. subcultures, concepts of human beauty)
- science & technology (ex. impact of IT on society)

# Language B syllabus

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Literature: 2 works at HL

- Benefits:
  - broaden vocabulary
  - use language in a creative manner
  - develop reading skills
  - promote interpretive & inferential skills
  - contribute to intercultural understanding

# Language B assessment outline

Component	HL	SL	Weighting
Paper 1	<ul style="list-style-type: none"> <li>• text-handling (5 texts, 60 questions)</li> </ul>	<ul style="list-style-type: none"> <li>• text-handling (4 texts, 45 questions)</li> </ul>	25%
Paper 2	Paper 2 <ul style="list-style-type: none"> <li>• Section A: one writing task from a choice of 5</li> <li>• Section B: essay</li> </ul>	Paper 2 <ul style="list-style-type: none"> <li>• one writing task from a choice of 5</li> </ul>	25%

# Language B assessment outline

Component	HL	SL	Weighting
Written assignment	based on a literary text studied <ul style="list-style-type: none"> <li>• task: 600 – 700 words</li> <li>• rationale: 150 words</li> <li>• ex. new ending to a novel, diary entry from a character</li> </ul>	based on texts linked to the core <ul style="list-style-type: none"> <li>• task: 300 – 400 words</li> <li>• rationale: 100 words</li> <li>• ex. blog, news report, advertisement</li> </ul>	20%

# Language B assessment outline

Component	HL	SL	Weighting
IA	Individual oral, based on the options Preparation: 15 mins Duration: 8-10 mins	Individual oral, based on the options Preparation: 15 mins Duration: 8-10 mins	20%
IA	Interactive oral activity, based on the core	Interactive oral activity, based on the core	10%

# Language *ab initio*

Current Syllabus	New Syllabus
skills-based	skills-based
core syllabus	core syllabus
language specific syllabus	language specific syllabus
texts	texts
cultural awareness	intercultural awareness

# Language *ab initio* Core Syllabus

Current syllabus	New syllabus
<p>Core syllabus:</p> <p>Example 1</p> <ul style="list-style-type: none"><li>• topic: food &amp; drink</li><li>• sub-topic: eating out</li><li>• contents: reservations, menus, orders</li></ul>	<p>The core themes:</p> <p>Example 1</p> <ul style="list-style-type: none"><li>• theme: individual and society</li><li>• topic: food and drink</li></ul>
<p>Example 2</p> <ul style="list-style-type: none"><li>• topic: education and work</li><li>• sub-topic: future plans</li><li>• contents: careers, professions</li></ul>	<p>Example 2</p> <ul style="list-style-type: none"><li>• theme: individual and society</li><li>• topic: education</li></ul>

# Language Specific Syllabus

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- For Mandarin, Japanese, Arabic and Russian: detailed lexical syllabus
- For all other languages: aspects that relate to each topic and theme (Leisure and work – employment – career, job training)
- Grammatical syllabus
- A list of the instructions for the written examination papers

## Language *ab initio* Assessment Outline

Current course	Weighting	New course	Weighting
External assessment		External assessment	
Paper 1 <ul style="list-style-type: none"> <li>• text-handling (3 texts, 30 questions)</li> <li>• written response (1 text)</li> </ul>	40%	Paper 1 <ul style="list-style-type: none"> <li>• text-handling (4 texts, 40 questions)</li> <li>• no written response</li> </ul>	30%

## Language *ab initio* Assessment Outline

Current course	Weighting	New course	Weighting
External assessment		External assessment	
Paper 2 <ul style="list-style-type: none"> <li>• Section A: short writing task (choice of 2, min 60 words)</li> <li>• Section B: extended writing task (choice of 3, min 120 words)</li> </ul>	30%	Paper 2 <ul style="list-style-type: none"> <li>• Section A: short writing task (choice of 2, min 50 words)</li> <li>• Section B: extended writing task (choice of 3, min 100 words)</li> </ul>	25%

## Language *ab initio* Assessment Outline

Current course	Weighting	New course	Weighting
External assessment		External assessment	
No written assignment	0%	Written assignment: <ul style="list-style-type: none"> <li>• based on one of the topics</li> <li>• task: 200 – 300 words</li> <li>• Section A: description</li> <li>• Section B: comparison</li> <li>• Section C: reflection</li> </ul>	20%

## Language *ab initio* Assessment Outline

Current course	Weighting	New course	Weighting
Internal assessment		Internal assessment	
Individual oral <ul style="list-style-type: none"> <li>• 10 minutes preparation</li> <li>• Part 1 – presentation on visual stimulus &amp; follow-up questions</li> <li>• Part 2 – general conversation</li> <li>• 10 minutes in total</li> </ul>	15%	Individual oral <ul style="list-style-type: none"> <li>• 15 minutes preparation</li> <li>• Part 1: presentation on visual stimulus</li> <li>• Part 2: follow-up questions</li> <li>• Part 3: conversation on a broad range of topics (including at least 2 questions on written assignment)</li> <li>• 10 minutes in total</li> </ul>	25%

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# GROUP 1

# The new Group 1

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- Comprehensive suite of courses to a wide range of students
- All group 1 courses are designed to be accessible to students with complex or diverse language profiles
- The literature course remains centred on the formal study of literary texts, but also includes a broader range of text types
- Language and literature is a new course where the analysis of texts includes the ways in which context impacts on the meaning of a text
- Literature and performance brings the transdisciplinary study of texts into sharper focus

## Prescribed list of authors (PLA)

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- All lists by authors (not titles)
- No separation of parts 2 and 3
- Available in all the 50 languages offered every year

# Prescribed literature in translation

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- Previously PWL, now PLT
- As at present, titles only
- Updated for availability and new titles

# Language A – literature syllabus outline

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- **Part 1: Works in translation**
  - SL: 2 works      HL: 3 works
  - chosen from the PLT
- **Part 2: Detailed Study**
  - SL: 2 works      HL: 3 works
  - chosen from the PLA
- **Part 3: Literary genres**
  - SL: 3 works      HL: 4 works
  - chosen from the PLA
- **Part 4: Options**
  - SL: 3 works      HL: 3 works
  - chosen freely

## Language A – literature assessment outline

Component	HL	SL	Weighting
Paper 1	Commentary (2 hours)	Literary analysis (1 ½ hours)	20%
Paper 2	Essay (2 hours), based on Part 3	Essay (1 ½ hours), based on Part 3	25%
Written assignment	Reflective statement (300-400 words) & essay (1,200-1,500), based on Part 1	Reflective statement (300-400 words) & essay (1,200-1,500), based on Part 1	25%
IA	Individual oral commentary and discussion, based on Part 2	Individual oral commentary, based on Part 2	15%
IA	Individual oral presentation, based on Part 4	Individual oral presentation, based on Part 4	15%

# Language A – language and literature syllabus outline

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- Part 1: Language in cultural context
  - texts chosen from a variety of sources, genre and media
  - suggested topics: gender, history and evolution of the language, language and power
- Part 2: Language and mass communication
  - texts chosen from a variety of sources, genre and media
  - suggested topics: use of persuasive language, popular culture, media institutions
- Part 3: Literature – Texts and contexts
  - SL: 2 works      HL: 3 works
- Part 4: Literature – Critical study
  - SL: 2 works      HL: 3 works

## Language A – language and literature assessment outline

Component	HL	SL	Weighting
Paper 1	Comparative textual analysis (2 hours)	Textual analysis (1 ½ hours)	25%
Paper 2	Essay (2 hours), based on Part 3	Essay (1 ½ hours), based on Part 3	25%
Written tasks	Submission of two written tasks, one on language and one on literature	Submission of one written task, either on language or literature	20%
IA	Individual oral commentary , based on Part 4	Individual oral commentary , based on Part 4	15%
IA	Individual oral presentation, based on Part 1 or 2	Individual oral presentation, based on Part 1 or 2	15%

# Literature and performance

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- A transdisciplinary subject offered only at standard level
- A synthesis of literature and theatre, exploring the relationship between the two
- Driven by the idea of “transformation” which engages students in a demanding examination of the details of the text

# Literature and Performance Syllabus outline

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- Part 1: Critical study of texts
- Part 2: Exploration of the chosen approach to a text
- Part 3: Realisation of texts in performance

## Literature and performance assessment outline

Component	SL	Weighting
Paper 1	Prose and performance (1 ½ hours), essay based on dramatisation of a novel	20%
Paper 2	Essay (1 ½ hours), based on poetry	20%
Written assignment	One piece of writing based on major playwright in performance	20%
IA	Performance (5 minutes) and individual oral presentation (15 minutes), both based on transformation of a text	40%

## Implications for schools and teachers

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- A broad, comprehensive range of group 1 courses will be available
- Language A – Language and Literature is likely to be the course of choice for students currently studying A2
- Mother tongue entitlement and school supported self-taught languages will be offered in the Language A – Literature course, but not the Language A – language and literature course (ex. Dzongkha, Chichewa, Mongolian)

## Further Information

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- Online curriculum centre (OCC)
- Subject specific seminars beginning in February 2011

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**THANK YOU!**