

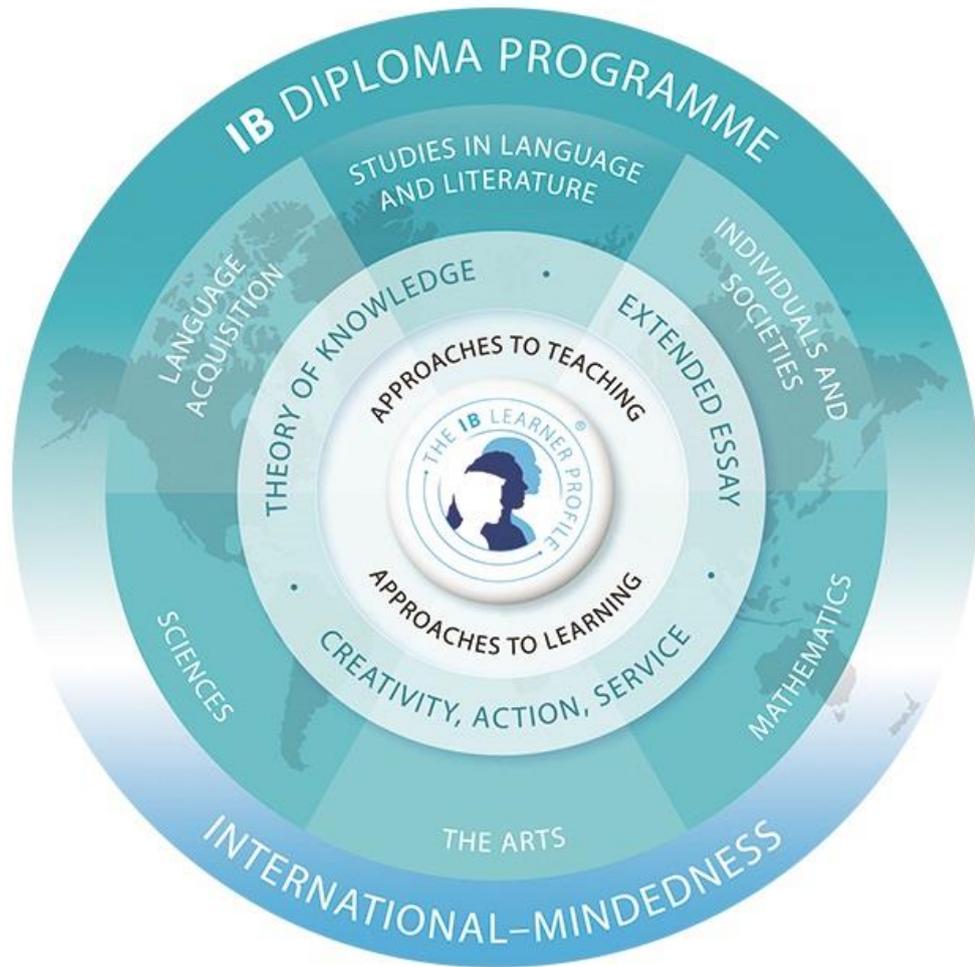


# AYAZAĞA IŞIK LİSESİ

“ Önce İyi İnsan Yetiştirir ”

2019-2020 Academic Year  
For 2021 May candidates

## German Ab initio Course Booklet



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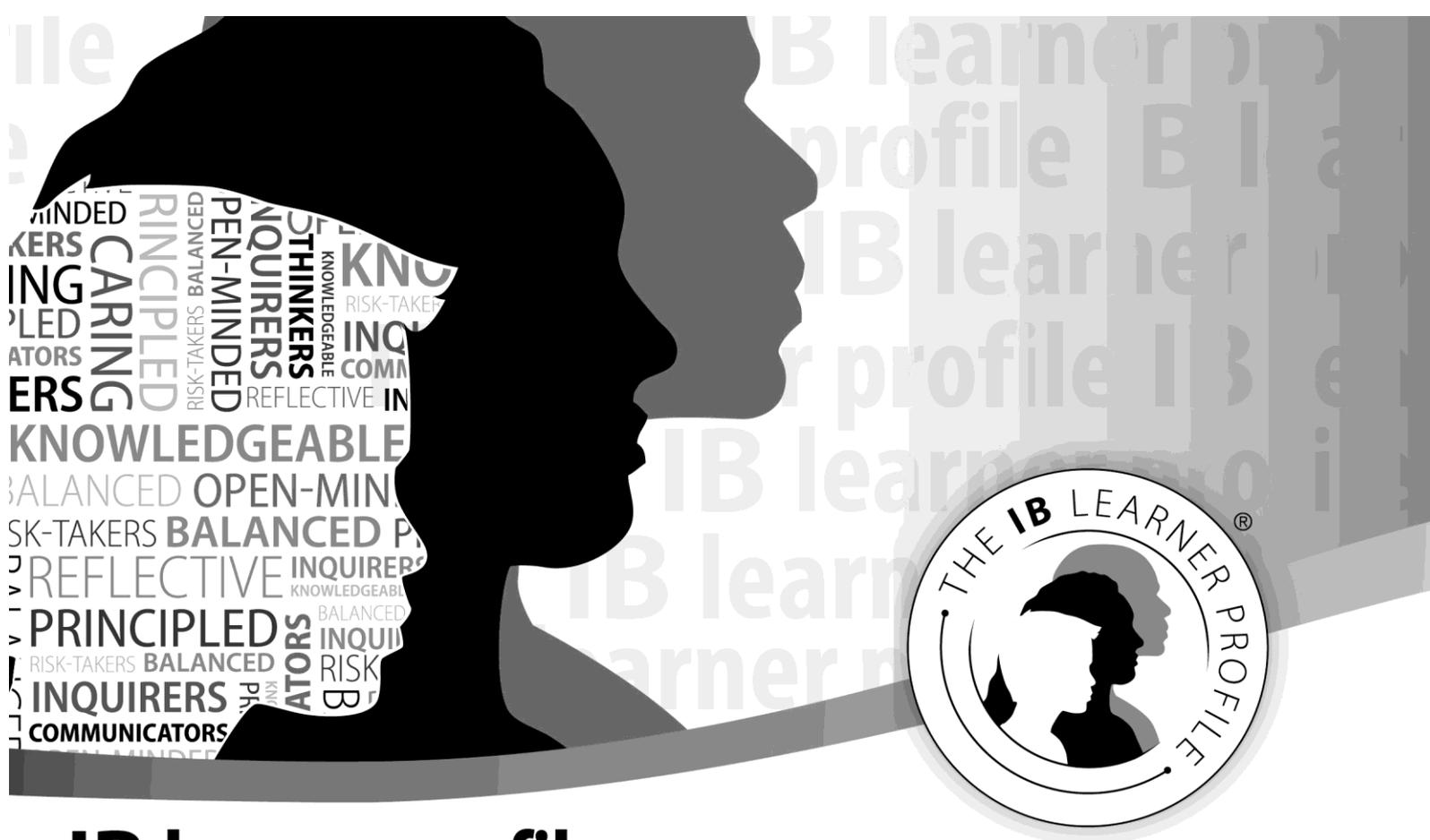
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## **IB mission statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## Language ab initio

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

**Receptive:** Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

**Productive:** Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

**Interactive:** Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

### The Syllabus Content

The syllabus of language ab initio is defined within this guide and also in the language-specific syllabuses; teachers must use both documents in order to design an appropriate course plan. Further information and examples that can help guide course development can be found in the teacher support materials (TSM). This section of the *Language ab initio guide* explains the syllabus content in detail, and the language-specific syllabuses contain illustrations of the conceptual understandings, examples of activities and the grammatical structures in the target language that are necessary in order to teach the syllabus content and meet the assessment objectives.

## Themes

### Prescribed themes

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. Students and teachers of language ab initio with experience of the Primary Years Programme (PYP) or the MYP will recognize that the themes are inspired by the transdisciplinary themes of the PYP and the global contexts of the MYP. In this way, the DP language ab initio course can enhance the continuity of the educational experience of long-standing IB students, while also being suitable for students who are new to the IB.

### Prescribed topics

Because a structured learning environment is crucial for the success of beginning language learners, the language ab initio syllabus **prescribes four topics for each of the five prescribed themes**. Thus, in total there are 20 topics that must be addressed in the language ab initio course. Although the themes and topics are prescribed, the possible questions are suggestions linked to the themes and are **not prescribed**.

Theme	Guiding principle	Prescribed topics	Possible questions
<b>Identities</b>	Explore the nature of the self and how we express who we are.	<ul style="list-style-type: none"> <li>• Personal attributes</li> <li>• Personal relationships</li> <li>• Eating and drinking</li> <li>• Physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>• How do I present myself to others?</li> <li>• How do I express my identity?</li> <li>• How do I achieve a balanced and healthy lifestyle?</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>• Daily routine</li> <li>• Leisure</li> <li>• Holidays</li> <li>• Festivals and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• How does travel broaden our horizons?</li> <li>• How would my life be different if I lived in another culture?</li> <li>• What are the challenges of being a teenager?</li> <li>• How are customs and traditions similar or different across cultures?</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>• Transport</li> <li>• Entertainment</li> <li>• Media</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• How do science and technology affect my life?</li> <li>• How do I use media in my daily life?</li> <li>• What can I learn about a culture through entertainment?</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>• Neighbourhood</li> <li>• Education</li> <li>• The workplace</li> <li>• Social issues</li> </ul>	<ul style="list-style-type: none"> <li>• What purpose do rules and regulations have in society?</li> <li>• What is my role in society?</li> <li>• What options do I have in the world of work?</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>• Climate</li> <li>• Physical geography</li> <li>• The environment             <ul style="list-style-type: none"> <li>• Global issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What can I do to help the environment?</li> <li>• How do my surroundings affect the way I live?</li> <li>• What can I do to make the world a better place?</li> </ul>

## Texts

In theory, a text is anything from which information can be extracted, including the wide range of oral, written and visual materials present in society. For example:

- single and multiple images, with or without written text
- non-literary and literary written texts and extracts
- broadcast media texts: films, radio and television programmes, and their scripts
- oral texts: presentations, debates, interviews, speeches, recorded conversations and their transcripts
- electronic texts that share aspects of the above areas: text messaging, web pages and blogs, social media and video-sharing websites.

For the purposes of teaching and learning in a language acquisition course, the language ab initio and language B syllabuses organize written, visual, audio and audio-visual texts into three broad categories: **personal**, **professional** and **mass media texts**. The guiding principle for using texts in the DP language acquisition courses is to develop students' receptive, productive and interactive skills in the target language by focusing their attention on the ways in which good communicators consider the audience, context and purpose of what they want to say or write in the process of choosing and developing an appropriate text type to convey a message.

Teachers should provide frequent opportunities for students to understand and use a variety of text types in relation to the prescribed themes and topics, as well as the content contained within the language-specific syllabuses. The categories are described below, and the table that follows provides examples of text types for each category. The examples shown are neither prescriptive nor exhaustive.

### Personal texts

Personal texts are shared by the person creating the message and an audience who may be family members, friends or groups with a common interest; a personal text may also be directed to oneself. Personal texts tend to be characterized by attention to the everyday interests or the affective needs of individuals rather than the analysis of information. Personal texts have a variety of functions including, but not limited to, describing, narrating, entertaining and recommending. The level of formality in the register of these texts will vary according to the linguistic and sociocultural norms of the target language.

### Professional texts

Professional texts are created for an intended audience in contexts where no personal relationship is assumed between the producer of the text and the recipient(s); however, the producer of the text can assume that the recipient(s) will have an interest in receiving and understanding the message. Professional

texts tend to be characterized by attention to the cognitive needs of individuals, the transfer of knowledge and the logical presentation of information; these texts employ clear, factual language and a formal register. Professional texts have a variety of functions including, but not limited to, informing, instructing and explaining.

### **Mass media texts**

Mass media texts are created for distribution to a large audience that is targeted because of an interest that, at least initially, lies primarily with the producer of the text, since the person or entity responsible for a mass media text has no way of knowing exactly who will take the time and interest to understand the message or who will ignore it. Mass media texts tend to be characterized by the need of the producer of the text to project authority, desirability or exclusivity, and the conscious choice of a particular medium or technology that is appropriate to reach the targeted audience. The level of formality in the register of these texts will vary according to the linguistic and sociocultural norms of the target language.

Personal texts	Professional texts	Mass media texts
Blog	Blog	Advertisement
Diary	Brochure	Article (newspaper, magazine)
Email	Catalogue	Blog
Invitation	Email	Brochure
Journal	Essay	Film
List	Formal letter	Flyer
Personal letter	Interview	Interview
Postcard	Invitation	Leaflet
Social media posting/chat room	Literature (short-story, novel, poem, graphic novel)	Literature
Text message	Maps/diagrams	News report
Timetable	Menu	Newsletter
	Online forum	Opinion column/editorial
	Personal statement/CV	Pamphlet
	Proposal	Podcast
	Questionnaire	Poster
	Recipe	Public commentary (editorial/ readers' letters)
	Report	Radio programme
	Set of instructions/guidelines	Review
	Supporting letter	Social media posting
	Survey	Speech
	Timetable	Travel guide
		TV/drama/music
		Web page

## Language ab initio aims

The following aims are common to both language ab initio and language B.

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.

## German ab initio Programme / Deutsch ab Initio Programm

	Thema	Ziel	Inhalt	Zeit
<b>1.Schuljahr</b>	Persönliche Angaben ( Personal details )	Informationen über sich und andere geben können	Adresse, Alter, Geburtsdatum, Haus: Zimmer, Möbel , Sprachen , Staatsangehörigkeit	September 2019
	Tagesablauf ( Daily routines)	Tagesablauf beschreiben können	Auf der Arbeit, In der Schule , Soziale Interaktion: Begrüßung, Tischmanieren, die Woche , das Wochenende, Zuhause	Oktober 2019
	Beziehungen ( Relationships )	Über Beziehungen sprechen können	Familie, Familienfeiern, Freunde, Gesellschaft, Haustiere, Partnerschaften, Stereotypen ,Tiere	November 2019
	Aussehen ( Appearance ) Charaktereigenschaften ( Character )	Über Aussehen, Kleider und Charakter sprechen können	Aussehen , Kleidung , Körperteile  Gefühle , Geisteshaltungen	Dezember 2019
	Essen und Trinken ( Food and drink)	Über Essen und Trinken sprechen können	Lebensmittel, Mahlzeiten, Restaurants, verschiedene Arten von Geschäften , Märkte, Mengenangaben  Gesundheit und Ernährung: Vegetarismus Haushalts- und Küchengeräte Kochanweisungen  Kulinarische Bräuche: Zutaten, besondere Gerichte, besondere Ereignisse	Januar 2020
	Einkaufen ( Shopping )	Einkaufsgespräche schreiben können	Einkaufen im Internet Gebräuche und Traditionen: Feilschen, Schlussverkauf ,Geld Kredit, Transaktionen  Umweltschutz: Verpackung, Herkunft	Februar 2020

<p>Gesundheit ( Physical health )</p> <p>Sport ( Sport )</p>	<p>Über Gesundheit und Sport sprechen können</p>	<p>Arzt: Untersuchungen, Termine, Krankheit Körper ,Ärztliche Rezepte Gesundheit: Lebensweise, Ernährungsweise, Fitness Krankenhaus: Personal, Gebäude Medikamente • Unfälle: Erste Hilfe, Notfälle Krankheit</p> <p>Sportarten Austragungsorte: Stadion Sportausrüstung Sportkleidung</p>	<p>März 2020</p>
<p>Sport ( Sport )</p> <p>Medien ( Media )</p>	<p>Über Medien und Sport sprechen können</p>	<p>Besondere Ereignisse: Meisterschaften, Olympische Spiele Sport im Fernsehen: soziale Interaktion Traditionen: nationale Training: Aktivitäten, Orte Vereine und Mannschaften</p> <p>Fernsehen: verschiedene Sendungen, Programme Internet und soziale Netzwerke Presse: Nachrichten, Berichterstattung Radio: verschiedene Sendungen, Programme Reklame Stars: Lifestyle</p>	<p>April 2020</p>
<p>Stadt und Dienstleistungen ( Town and services )</p> <p>Geographische Erscheinungen (Physical geography )</p>	<p>Einkaufen können</p> <p>Über Länder sprechen können</p>	<p>Einkäufe: Nahrungsmittel, Güter Einkaufszentren Einrichtungen: Bank, Post, Recycling Freizeiteinrichtungen: Schwimmbad, Bücherei Märkte , Öffentlicher Nahverkehr</p> <p>Berge Länder und Regionen Landkarten: Norden, Süden ,Landschaft, Küste Nationalitäten</p>	<p>Mai 2020</p>

	Ferien ( Holidays )	Über Ferien sprechen können	Aktivitäten örtliche Gebräuche und Traditionen Regionales und nationales Essen Touristeninformationsbüro und Informationen Transport ,Unterkunft Verschiedene Ferienarten: Stadt, Strand, Familie , Wetter und Jahreszeiten	Juni 2020
<b>2.Schuljahr</b>	Unterhaltung ( Entertainment)	Über Verkehrsmittel sprechen können	Ausflüge die schönen Künste Freizeitaktivitäten Freizeiteinrichtungen	September 2020
	Verkehrsmittel ( Transport )		Transportmittel Reisen: Fahrpreise, Rückfahrkarte, Berufspendelverkehr, Reservierungen	
	Verkehrsmittel ( Transport )	Über Nachbarn sprechen können	Fahren: Geschwindigkeit, Alkohol, Gefahren, Notfälle , Pannen Straßenverkehrsordnung: Straßenschilder Umwelt Wegbeschreibung	Oktober 2020
	Nachbarschaft Neighbourhood)		Dorf,Nachbarn und Gemeindemitglieder	
	Nachbarschaft Neighbourhood)	Über Nachbarn sprechen können	Öffentliche Gebäude und Denkmäler: Rathaus, Jugendzentrum Stadt: Vorort Veranstaltungen in der Nachbarschaft oder Gemeinde verschiedene Arten von Unterkünften	November 2020
Umweltfragen ( Global issues )	Über Umweltfragen sprechen können	Armut Frieden,Krieg Hilfsorganisationen Nichtregierungsorganisationen	Dezember 2020	

	Technologie ( Technology )	Über Technologie sprechen können	Einkaufen und Banking im Internet Filmen und Photographieren Freizeit: interaktive Spiele Gebrauch von Technologie: Schule, Arbeit Internetfreundschaften Internet und Musik Soziale Netzwerke: Mobiltelefon, Internet	Januar 2021
	Umweltprob- leme ( Environmental Concerns )	Über Umweltprobleme sprechen können	Arten der Verschmutzung: ökologisch, Lärmbelästigung Globale Erwärmung Klimawandel Natürliche Ressourcen: Wasser, Öl Umweltfragen: recyceln, ökologische Nahrungsmittel vom Aussterben bedrohte Arten	Februar 2021
	Wetter ( Weather )	Über das Wetter sprechen können	Ereignisse und Feste: Weihnachten, Ernte Festivals  Klima Naturkatastrophen: Überschwemmungen, Dürre Wetterbedingungen und Vorhersage Wettereinfluss auf Bräuche, Traditionen, tägliches Leben	März 2021
	Berufsleben	Über Berufe sprechen können	Arbeitsbedingungen: Gehalt, Tagesablauf Arbeitslosigkeit Abschlüsse Ausbildung Berufe Karriere Studium	April 2021

# Assessment in the Diploma Programme

## General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the DP are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the DP. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- An integral component of approaches to teaching and learning (ATL), formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The DP primarily focuses on summative assessment designed to record student achievement at, or towards, the end of the course of study. However, many of the assessment instruments can, and should, also be used formatively during the course of teaching and learning. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the DP, please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the DP courses, a variety of resources can be found on the programme resource centre. Additional publications, such as specimen papers and the corresponding markschemes, teacher support materials, subject reports and grade descriptors, can also be found on the programme resource centre. Past examination papers and the corresponding markschemes are made available for purchase through the IB store.

## Methods of assessment

The IB uses the following methods to assess work produced by students.

### **Assessment criteria**

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

### **Markbands**

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

### **Analytic markschemes**

Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

### **Marking notes**

For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

## Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document *Candidates with assessment access requirements* provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document *Learning diversity and inclusion in IB programmes* outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents *General regulations: Diploma Programme* and *Diploma Programme Assessment procedures* provide details on access considerations.

## Responsibilities of the school

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements, in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity and inclusion in IB programmes*.

The documents *Meeting student learning diversity in the classroom* and *The IB guide to inclusive education: a resource for whole school development* are available to support schools in the ongoing process of increasing access and engagement by removing barriers to learning.

# Assessment outline

## First assessment 2020

Assessment component	Weighting
<p><b>External assessment (2 hours 45 minutes)</b></p> <p><b>Paper 1 (1 hour)</b> Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task 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)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>75%</b></p> <p><b>25%</b></p> <p><b>50%</b></p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p><b>25%</b></p>

# External assessment

The following methods are used to assess language acquisition students.

- Markschemes/detailed marking notes specific to each examination paper
- Assessment criteria
- Markbands

The assessment criteria are published in this guide.

For paper 1, there are three assessment criteria with markbands. Detailed marking notes are used by the examiners in assessing the task.

For paper 2, there are markschemes.

The assessment criteria and level descriptors are related to the assessment objectives established for the language ab initio course. The markschemes and detailed marking notes are specific to each examination.

### **Use of dictionaries and reference material**

Students are not allowed to use dictionaries and other reference materials during the examinations for paper 1 and paper 2.

## External assessment details

### **Paper 1: Productive skills—writing**

***Duration: 1 hour***

**Weighting: 25%**

Paper 1 is based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet.

This examination is externally set and externally assessed. Paper 1 consists of two required tasks (task A and task B) of equal weighting. Each task addresses a variety of audiences, contexts and purposes. For each task, students will be presented with a choice from three options, each based on a different theme from the syllabus. Teachers and students should expect that one of the two tasks will require the production of a personal text and that the other task will require the production of a professional or mass media text. The “Texts” section of this guide offers examples of these types of texts.

- **Task A:** Students write a response of 70–150 words to one of the three options shown, choosing a text type from the box provided for task A.
- **Task B:** Students write a response of 70–150 words to one of the three options shown, choosing a text type from the box provided for task B.

The number of words required for each written response is the same. A final mark for paper 1 is achieved by adding the scores for task A and task B.

The aim of this component is to assess the ability to communicate in writing for a variety of purposes. In order to fulfill the requirements of this assessment component, students need to show, through their use of text type, register and style, that they understand the concepts of audience, context, purpose, meaning and variation.

Paper 1 assesses the degree to which students are able to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics.

Students' factual knowledge of topics within the themes will not be tested; however, it can be used to support any ideas that the student wishes to communicate.

## **Paper 2: Receptive skills—listening and reading**

*Duration: 1 hour 45 minutes*

**Weighting: 50%**

Paper 2 is based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet.

This examination is externally set and externally assessed. It is divided into two separate sections: listening (three audio passages) and reading (three written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination; it does not test the students' knowledge of any factual content of a specific topic. All audio and written passages are in the target language and all answers must be provided in the target language.

**Note:** International-mindedness is central to the IB philosophy. It is expected that students will have been exposed to a variety of texts, both oral and written, that demonstrate linguistic variation and regional accents. Linguistic variation and regional accents appearing in texts used for external assessment are intended to reflect this expectation while also being comprehensible to the students.

## Paper 2: Receptive skills—listening and reading

*Duration: 1 hour 45 minutes*

**Weighting: 50%**

Paper 2 is based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet.

This examination is externally set and externally assessed. It is divided into two separate sections: listening (three audio passages) and reading (three written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination; it does not test the students' knowledge of any factual content of a specific topic. All audio and written passages are in the target language and all answers must be provided in the target language.

**Note:** International-mindedness is central to the IB philosophy. It is expected that students will have been exposed to a variety of texts, both oral and written, that demonstrate linguistic variation and regional accents. Linguistic variation and regional accents appearing in texts used for external assessment are intended to reflect this expectation while also being comprehensible to the students.

## External assessment criteria

### Paper 1: Productive skills—writing

Assessment criteria are used to mark paper 1, which is worth 25% of the overall mark. There are three assessment criteria.

#### Criterion A: Language

#### ***How successfully does the candidate command written language?***

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited.</b> Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3–4	<b>Command of the language is generally effective.</b> Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5–6	<b>Command of the language is effective and mostly accurate.</b> Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors do not interfere with communication.

## Criterion B: Message

***To what extent does the candidate fulfill the task?***

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>The task is partially fulfilled.</b></p> <p>Some ideas are relevant.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>
3–4	<p><b>The task is generally fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>
5–6	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>

## Criterion C: Conceptual understanding

***To what extent does the candidate demonstrate conceptual understanding?***

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<p><b>Conceptual understanding is limited.</b></p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
2	<p><b>Conceptual understanding is mostly demonstrated.</b></p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
3	<p><b>Conceptual understanding is fully demonstrated.</b></p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

**Note:** A response that ignores context, purpose and audience may receive marks of 0 for criteria B and C, even if the response has received a high mark for criterion A.

# Internal assessment

## Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for all language ab initio students. It enables students to demonstrate the application of their skills and knowledge in a different setting. In language ab initio, the internal assessment takes the form of the individual oral assessment. The development of skills for the individual oral assessment should be woven into normal classroom teaching, although evidence submitted for moderation must come from an individual oral assessment, which is a separate activity conducted towards the end of the course.

The internal assessment at language ab initio level consists of an interactive skills task in the form of an individual oral assessment. Students are required to make an individual presentation in response to a visual stimulus, before engaging in one-to-one discussion with the teacher, firstly on the topic of the stimulus, followed by general conversation based on topics from at least one additional theme listed in the syllabus.

## Guidance and authenticity

When carrying out the individual oral assessment, students may not bring into the preparation room any additional resources such as computers, mobile phones, class notes, dictionaries (either online or paper), copies of texts, and so on. Schools must provide students with a piece of paper on which to make brief working notes (a maximum of 10 bullet points) during the 15 minutes of preparation time. These notes are the only resource that may be brought into the interview room and are to be used for reference only. They are not to be read aloud and must be retained by the teacher at the end of the interview.

It is the responsibility of the teacher to ensure that students are familiar with:

- the linguistic requirements of the individual oral assessment
- the procedures for the conduct of the examination
- the assessment criteria.

It is essential that language ab initio students do not have prior knowledge of the visual stimulus to be presented, nor can they know in advance which of the themes the teacher will use for the general conversation in part 3. The presentation in part 1 must be wholly the work of the student and it must not be written out in full and read aloud. Authenticity may be checked by scrutiny of the notes (if any) used by the student, as well as through the follow-up questions in part 2 of the individual oral assessment.

## Group work

Group work cannot be used as the final summative assessment submitted to the IB as the internal assessment individual oral. However, group work, as one aspect of a wide range of approaches to teaching and learning, may well be incorporated as one type of **formative** assessment used throughout the course.

## Time allocation

Internal assessment is an integral part of the language ab initio course, contributing 25% to the final assessment. This weighting should be reflected in the time that is allocated to helping students develop the knowledge, skills and understanding required to carry out speaking tasks. The development of oral communication skills must be evenly interspersed throughout the course and should include:

- time for students to develop their oral communication skills
- time for one-to-one interaction between the teacher and each student so that the student becomes comfortable communicating in the target language with the teacher
- time for students to review and monitor their own progress, and for teachers to offer feedback
- time for the teacher to explain to students the requirements of the internal assessment.

## Requirements and recommendations

The internal assessment is to be conducted entirely in the target language. The final internal assessment, for which marks will be submitted, must not be rehearsed as this would not reflect the student's true ability to interact in the target language; however, the procedures and characteristics of the individual oral assessment can, and should, be practised during lessons, as should the development of verbal interaction between student and teacher.

Each student's individual oral assessment must be audio recorded and the files must be of high quality. Each recording is to be retained according to the procedures set out in Diploma Programme *Assessment procedures*. Samples of the internal assessment selected for moderation must be submitted in the form of an audio file.

## Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to reach certain minimum requirements may be included in the description.

Teachers must judge the internally assessed work for language ab initio against the criteria using the level descriptors.

- The aim is to find, for each criterion, the descriptor that describes the student's performance most accurately, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the standard of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent and the work is close to matching the descriptors in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent and the work is closer to matching the descriptors in the level below.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but rather should concentrate on identifying the descriptor that best matches the student's work for each assessment criterion.
- The highest level descriptors do not imply a faultless performance; they should be achievable by a language acquisition student. Teachers should not hesitate to use the extremes of the mark range if they are appropriate descriptions of the work being assessed.

- A student who is awarded a mark in a high level in relation to one criterion will not necessarily reach high levels in relation to the other criteria. Similarly, a student who is awarded a mark in a low level for one criterion will also not necessarily be placed in low levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- Teachers are expected to make the assessment criteria available to students and ensure that they understand them.

## Internal assessment details

### **Interactive skills: Individual oral assessment**

*Duration: 7–10 minutes*

*Weighting: 25%*

The individual oral assessment is based on the course themes: identities, experiences, human ingenuity, social organization, sharing the planet.

The aim of this assessment is to measure the student's ability to understand and produce communication in the target language, and to use it for successful interaction.

The language ab initio individual oral assesses the degree to which students are able to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics
- understand, analyse and reflect within the context of presentation and conversation.

The language ab initio individual oral assessment is divided into three parts, preceded by a timed period of supervised preparation.

<b>Supervised preparation time</b>	The student is shown two visual stimuli, each relating to a different theme from the course. Each visual stimulus must be labelled in the target language with the theme to which it relates.  The student chooses one of the visual stimuli and prepares a presentation focusing on it. During this time, the student is allowed to make brief working notes.	<b>15 minutes</b>
<b>Part 1: Presentation</b>	The student describes the visual stimulus and relates it to the relevant theme and the target culture(s).	<b>1–2 minutes</b>
<b>Part 2: Follow-up discussion</b>	The teacher engages the student on the theme that was presented, expanding on what the student has provided in the presentation.	<b>3–4 minutes</b>
<b>Part 3: General discussion</b>	The teacher and student have a general discussion on <b>at least one additional theme</b> taken from the five themes around which the course is based.	<b>3–4 minutes</b>

### Preparation

The teacher selects a range of visual stimuli linked to the five themes studied during the course and labels each one in the target language according to theme. For the purposes of the ab initio individual oral assessment, a “visual stimulus” may be a photo, a poster, an illustration or an advertisement. Any language that naturally appears on the image should be minimal and must be in the target language. It must not provide vocabulary and structures that would give a student an unfair advantage.

An effective visual stimulus is one that:

- is clearly relevant to one of the five themes in the course
- is culturally relevant to the target language
- offers opportunities for students to demonstrate their international-mindedness
- offers sufficient visual text for students to describe a scene or situation
- allows the student to offer a personal interpretation
- enables the teacher to lead the student in a wider conversation
- is relevant and of interest to the student’s age group.

The students must not see these stimuli prior to the examination.

The same five stimuli can be used for up to ten students sitting the examination. If there are more than ten students sitting the examination, two visual stimuli from each theme must be prepared.

The following table provides an example of how the teacher may choose to distribute the visual stimuli to ensure that each student receives two stimuli, each relating to a different theme. Teachers may wish to have two copies of each stimulus available in the event that examination site arrangements require a student to be in the “supervised preparation” phase at the same time as a different student is sitting parts 1–3 of the examination.

Up to 10 students 5 stimuli total (1 from each theme)		Up to 20 students 10 stimuli total (2 from each theme)		Up to 30 students 10 stimuli total (2 from each theme)		Up to 40 students 10 stimuli total (2 from each theme)	
Student	Visual stimulus	Student	Visual stimulus	Student	Visual stimulus	Student	Visual stimulus
1	A1 + B1	11	A2 + B2	21	A1 + B2	31	A2 + B1
2	A1 + C1	12	A2 + C2	22	A1 + C2	32	A2 + C1
3	A1 + D1	13	A2 + D2	23	A1 + D2	33	A2 + D1
etc	etc	etc	etc	etc	etc	etc	etc

The letters above indicate the theme of the visual stimuli. For example, A1 would represent the first visual stimulus relating to one of the themes (for example, “sharing the planet”) and A2 would represent the second visual stimulus relating to that same theme (“sharing the planet”). Following this pattern, B1 would represent the first visual stimulus relating to a different theme (for example, “experiences”) and B2 would represent the second visual stimulus from that same theme (“experiences”).

Please note that each student sitting the examination will be shown only two stimuli from which to select. In the event that more than 40 students are sitting the examination, the teacher will be allowed to re-sort these same ten visual stimuli into new pairings, but must ensure that the stimuli used in each pair do not relate to the same theme.

### Conduct of the individual oral assessment

The timing of the 15-minute preparation period begins when the student is presented with clean copies of each of the two stimuli (from two different themes) from which to choose the one stimulus they would like to use for the individual oral assessment. After choosing the stimulus, the student has the remainder of the 15 minutes to prepare the presentation. During this preparation time, the student may write brief working notes (a maximum of 10 bullet points). These notes may be used for reference only and must not be read aloud as a prepared speech.

During the preparation time, the student must be supervised. The student may not have access to course materials, class notes, dictionaries (in any form), computers, mobile phones or other IT equipment. The student must be given a blank sheet of paper on which to make up to 10 notes in bullet-point form. The visual stimulus and any notes that have been made in the 15 minutes of preparation time for the individual oral assessment are to be collected and retained by the teacher.

### ***Presentation***

As schools are required to keep coursework submissions anonymous, students are asked to avoid using their names or any other identifying information in their presentations. During the presentation, the student should:

- provide a brief description of the visual stimulus
- relate the visual stimulus to the relevant theme from the course.

The presentation must be spontaneous and relate specifically to the content of the visual stimulus provided; pre-learned presentations on generic aspects of a course theme that do not directly focus on the features of the visual stimulus provided will not score high marks.

In order to reassure students and help them focus on the requirements of the individual oral assessment, the teacher should signal the changes between the respective parts through the use of an appropriate phrase.

The presentation should last 1–2 minutes, during which time the teacher should avoid interrupting the student, unless it is clear that guidance is needed. At two minutes, if the student has not drawn the presentation to a close, the teacher is expected to interrupt the presentation and make the transition to the second part of the oral assessment, using a phrase such as: “I’m sorry to interrupt, but we need to move on now”. This exact phrase does not need to be used, but it is good practice for teachers to prepare their students before the day of the examination so that a necessary interruption in order to adhere to timings does not unduly disturb the student.

### ***Follow-up discussion based on the visual stimulus***

Following the student’s presentation, the teacher initiates a discussion by asking questions about the theme represented by the visual stimulus. These questions should:

- seek clarification or extension of observations made by the student in the presentation
- invite the student to respond to ideas presented by both the visual stimulus and the teacher
- encourage connections and comparisons with the student’s other cultural experiences
- provide the student with opportunities to demonstrate his or her understanding and appreciation of the target language culture(s)

- encourage the student to engage in authentic conversation to the best of his or her ability.

This section of the individual oral assessment should last 3–4 minutes and should offer the student the opportunity to demonstrate the ability to engage in authentic discussion on a topic. The teacher should ask open-ended questions in order to offer the student the opportunity for authentic engagement, thus allowing an assessment of the student’s interactive skills.

### ***General discussion***

The teacher should signal that they are moving to the final section of the individual oral assessment in order to prepare the student for the change of theme. The teacher may use a phrase such as: “Let’s move on to the final section of the exam. First of all, I’d like to talk with you about [theme/topic]”. This section lasts 3–4 minutes and should:

- introduce **at least one** additional theme
- seek clarification or extension of observations made by the student in relation to the additional theme(s) broached
- invite the student to respond to ideas that arise in the general discussion
- encourage connections and comparisons with the student’s other cultural experiences
- provide the student with opportunities to demonstrate their understanding and appreciation of the target language culture(s)
- encourage the student to engage in authentic conversation to the best of his or her ability
- allow an assessment of the student’s interactive skills.

### **Administration of the individual oral assessment**

- The individual oral assessment for language ab initio should last a minimum of 7 minutes and a maximum of 10 minutes. Examiners will be instructed to stop listening after 10 minutes. The individual oral assessment must be scheduled during the final year of the course.
- Students must be given adequate notice of when the individual oral assessment is to take place. It may take place in or out of the classroom, but care should be taken to ensure that students are not disturbed by external distractions such as school bells and announcements, people entering the room, or any audible or visual distractions from outside the room.
- Students must not take mobile phones and other IT equipment into the examination room.
- Audio recordings of the individual oral assessment will be required for external moderation. However, the samples selected for moderation will not be identified until the teacher’s marks are entered into IBIS; therefore, it is vital that all students are recorded and that the recordings are of a high quality.
- Under no circumstances should a recording be stopped or modified in any way.
- Timings for the individual oral assessment are approximate, but should be adhered to as much as possible without disturbing the student. It is imperative that all three sections are adequately addressed.

- The teacher is encouraged to interact with the student to facilitate an authentic discussion, but must avoid dominating the exchange.

### The teacher's role in conducting and assessing the individual oral assessment

It is the teacher's responsibility to:

- be aware that the purpose of the individual oral assessment is to assess the student's ability to produce, understand and interact using spoken language
- ensure that the correct number and range of visual stimuli are prepared for the individual oral assessment and that an accurate record is kept of the allocation
- have a very clear understanding of the format of the individual oral assessment as well as the assessment criteria
- ensure that the questions asked are adapted to the student's ability and are designed to give the student every opportunity to show the extent of the student's language skills
- rephrase a question or statement, if a student is having difficulty understanding, in order to support the student and maintain the flow of the conversation
- avoid correcting the student or dominating the conversation
- ensure that students are allowed sufficient time to respond to questions.

## Internal assessment criteria

### **Productive and interactive skills: Individual oral assessment**

Criterion A: Language

#### ***How successfully does the candidate command spoken language?***

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?
- To what extent do pronunciation and intonation affect communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p><b>Command of the language is limited.</b></p> <p>Vocabulary is rarely appropriate to the task or is often repetitive or formulaic.</p> <p>Limited basic grammatical structures are used.</p> <p>Language contains errors in basic structures. Errors consistently interfere with communication.</p> <p>Recurrent mispronunciations and imprecision in intonation interfere with communication.</p>
4–6	<p><b>Command of the language is partially effective.</b></p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Basic grammatical structures are used.</p> <p>Language contains errors in basic structures. Errors interfere with communication.</p> <p>Pronunciation is sometimes unclear and obviously influenced by other language(s).</p> <p>Imprecision in intonation may interfere with communication.</p>
7–9	<p><b>Command of the language is mostly effective and accurate.</b></p> <p>Vocabulary is appropriate to the task.</p> <p>A variety of basic grammatical structures is used, with some attempts to use more complex structures.</p> <p>Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors rarely interfere with communication.</p> <p>Pronunciation and intonation are influenced by other language(s), but do not interfere with communication.</p>
10–12	<p><b>Command of the language is effective and mostly accurate.</b></p> <p>Vocabulary is appropriate to the task, and varied.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors are minor and do not interfere with communication.</p> <p>Pronunciation and intonation are generally consistent and clear, and facilitate communication.</p>

## Criterion B1: Message—visual stimulus

### *How relevant are the ideas to the selected stimulus?*

- How well does the candidate engage with the stimulus in the presentation?
- How well are the ideas linked to the target culture(s)?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>The presentation is mostly irrelevant to the stimulus.</b> The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete. The presentation is not clearly linked to the target culture(s).
3–4	<b>The presentation is mostly relevant to the stimulus.</b> With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus. The presentation is mostly linked to the target culture(s).
5–6	<b>The presentation is consistently relevant to the stimulus and draws on explicit and implicit details.</b> The presentation provides both descriptions and personal interpretations relating to the stimulus. The presentation makes clear links to the target culture(s).

## Criterion B2: Message—conversation

### *How relevant are the ideas in the conversation?*

- How appropriately and thoroughly does the candidate respond to the questions in the conversation?
- To what depth are the questions answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>The candidate consistently struggles to address the questions.</b> Some responses are appropriate and are rarely developed. Responses are limited in scope and depth.
3–4	<b>The candidate's responses are mostly relevant to the questions.</b> Most responses are appropriate and some are developed. Responses are mostly broad in scope and depth.

5–6	<p><b>The candidate's responses are consistently relevant to the questions and show some development.</b></p> <p>Responses are consistently appropriate and developed.</p> <p>Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.</p>
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Criterion C: Interactive skills—communication

***To what extent does the candidate understand and interact?***

- How well can the candidate express ideas?
- How well can the candidate maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>Comprehension and interaction are limited.</b></p> <p>The candidate provides limited responses in the target language.</p> <p>Participation is limited. Most questions must be repeated and/or rephrased.</p>
3–4	<p><b>Comprehension and interaction are mostly sustained.</b></p> <p>The candidate provides responses in the target language and mostly demonstrates comprehension.</p> <p>Participation is mostly sustained.</p>
5–6	<p><b>Comprehension and interaction are consistently sustained.</b></p> <p>The candidate provides responses in the target language and demonstrates comprehension.</p> <p>Participation is sustained with some independent contributions.</p>

## Language ab initio and theory of knowledge

Language ab initio seek to enhance intercultural understanding. Theory of knowledge (TOK) is central to the Diploma Programme, and the relationship between TOK and language ab initio is of great importance. Learning an additional language involves linguistic and metalinguistic, sociolinguistic, pragmatic and intercultural skills and competencies.

What follows are some questions that could be used in the language classroom to investigate the link between the four ways of knowing (reason, emotion, perception

and language) and additional language acquisition. While it is hoped that some of the questions in italics may be adapted and used in the language ab initio classroom, the expectation is that not all the questions are appropriate for language ab initio students in the target language. All questions, however, can be used for discussion in the language of instruction.

- Do we know and learn our first language(s) in the same way as we learn additional languages?

- If you were to learn a language from a textbook only, how would this differ from learning through interaction only?

- Do you understand the world differently when you learn another language? How (for example, time, humour, leisure)?

- When, if ever, is it possible to make a perfect translation from one language into another? What might “perfect” mean in this context?

- When we learn an additional language, do we learn more than “just” vocabulary and grammar?

- The concept of intercultural understanding means the ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and one’s own. To what extent is this definition true?

- “Those who know nothing of an additional language know nothing of their own” (Johann Wolfgang von Goethe, playwright, poet, novelist, dramatist, 1749–1832). By learning another culture are we able to enrich our own?

- We can learn grammar intuitively, without conscious thought, or formally, by stating rules. What are the strengths and weaknesses of each approach? Are these the same for learning in other areas of the curriculum?

- To what extent does membership of a group (a cultural group, a gender group or another group) affect how we come to linguistic knowledge? Are there factors to consider between individuals within a group and between groups?

- To what extent does the learning environment (the physical setting) have an impact on the way an additional language is acquired?

- How is perception encoded differently in different languages (for example, colour, orientation)? What does this tell us about the relationships between perception, culture, reality and truth?

- How are values encoded differently in different languages (for example, family, friendship, authority)?

• What is the relationship between language and thought? Do you think differently in different languages? If so, does it make a practical or discernible difference to how you interpret the world?

• If mathematics is a language, it is clearly different from natural languages. In your experience, do we learn the two differently? What does your answer tell us about the nature of mathematical and linguistic knowledge?

## **Language ab initio and the international mindedness**

The study of an additional language in language ab initio adds to the international dimension of the Diploma Programme. Intercultural understanding is a major cohesive element of the syllabus in both language ab initio. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The language ab initio course achieves this reflection on cultural values and behaviours in different ways. The course is divided into three broad themes, all of which are well suited to fostering an international perspective. The language ab initio course, albeit at a basic level, seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level.

### **Erwünschte Materialien**

- Studio 21 A 1.1 (Kurs-und Arbeitsbuch)
- Studio 21 A 1.2 (Kurs-und Arbeitsbuch)
- Studio 21 A 2.1 (Kurs-und Arbeitsbuch)
- Studio 21 A 2.2 (Kurs-und Arbeitsbuch)
- Studio 21 B 1.1 (Kurs-und Arbeitsbuch)
- Ein Wörterbuch
- Ein Heft
- Ein Ordner

### **Materials required**

- Studio 21 A 1.1 (Kurs-und Arbeitsbuch)

- Studio 21 A 1.2 (Kurs-und Arbeitsbuch)
- Studio 21 A 2.1 (Kurs-und Arbeitsbuch)
- Studio 21 A 2.2 (Kurs-und Arbeitsbuch)
- Studio 21 B 1.1 (Kurs-und Arbeitsbuch)
- Dictionary
- Notebook
- File

### **Ressources / Quellen**

Bibliotheksquellen ( Bücher, Zeitschriften, Zeitungen, DVDs, CDs, Nachschlagewerke, Lektüren, Sachbücher und Database EBSCO)

Internetseiten

Lehrbücher

### **Teacher responsibility**

Nilhan KARATAŞ ATAY – Deutschlehrerin

e-mail : nilhan.atay@fmvisik.k12.tr