

**Spanish/German/French Ab initio  
syllabus & course of study**

(based on Language ab initio guide, first exams 2020, 4h/week)

**A. COURSE AIMS:**

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

**B. COURSE OBJECTIVES:**

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

## **C. COURSE OVERVIEW:**

### **C1. Course Content:**

#### **C1.1 Prescribed themes:**

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

#### **C1.2 Types of texts:**

**Personal texts:** blog, diary, email, invitation, journal, list, personal letter, postcard, social media posting/chat room, text message, timetable

**Professional texts:** blog, brochure, catalogue, email, essay, formal letter, proposal, interview, invitation, literature (short story, novel, poem, graphic novel), maps/diagrams, menu, online forum, personal statement/CV, proposal, questionnaire, recipe, report, set of instructions, survey, timetable

**Media texts:** advertisement, article (newspaper, magazine) blog, brochure, film, flyer, interview, leaflet, literature, news report, newsletter, opinion column/editorial, pamphlet, podcast, poster, public commentary (editorial/ readers' letters), radio programme, review, social media posting, speech, travel guide, tv/drama/music, web page

### **C.2. Textbook & reference books**

Diverso Básico Curso de español para jóvenes Editorial *SGEL*

### C.3 Other requirements

OneNote account and access

**Other issues are settled in relevant school documents- academic integrity, assessment, inclusion and language policies**

### D. COURSE OF STUDY

THEMES/UNITS	CONTENT- TOPICS AND GUIDING QUESTIONS		TIME PROVISION
	<b>Identities</b> Personal attributes Personal relationships Eating and drinking Physical well-being	How do I present myself to others? How do I express my identity? How do I achieve a balanced and healthy lifestyle?	38 hours
	<b>Experiences</b> Daily routine Leisure Holidays Festivals and celebration	How does travel broaden our horizons? How would my life be different if I lived in another culture? What are the challenges of being a teenager? How are customs and traditions similar or different across cultures?	38 hours
	<b>Human ingenuity</b> Transport Entertainment Media	How do science and technology affect my life? How do I use media in my daily life? What can I learn about a culture through entertainment?	38 hours

	Technology		
	<b>Social organization</b> Neighbourhood Education The workplace Social issues	What purpose do rules and regulations have in society? What is my role in society? What options do I have in the world of work?	38 hours
	<b>Sharing the planet</b> Climate Physical Geography The environment Global issues	What can I do to help the environment? How do my surroundings affect the way I live? What can I do to make the world a better place?	38 hours
<b>Exam skills</b>	Reading and listening comprehension strategies and practice Mock writing and oral exams Speaking- Oral presentations and discussions based on visual stimulus		38 hours
<b>Knowledge</b> (revised and/or constructed)	A2/B1 Vocabulary relating to the 5 prescribed themes Basic grammar Writing conventions for all prescribed text types/ written forms Exam strategies and techniques <b>EE ideas, TOK and CAS links explored throughout all the course themes</b>		
<b>Skills</b> (developed and practised)	<b>Language skills:</b> Productive skills: writing, speaking Receptive skills: listening and reading comprehension Interactive skills: speaking  <b>ATL (approaches to learning) skills:</b> <u>thinking skills:</u> generating ideas—including the use of brainstorming		

planning—including storyboarding and outlining a plan  
inquiring—including questioning and challenging information and arguments, developing questions, developing the skills of critical analysis and using the inquiry cycle  
applying knowledge and concepts—including logical progression of arguments  
identifying problems—including deductive reasoning, evaluating solutions to problems  
creating novel solutions—including the combination of critical and creative strategies, considering a problem from multiple perspectives  
self-awareness—including seeking out positive criticism, reflecting on areas of perceived limitation  
self-evaluation—including the keeping of learning journals  
reflecting at different stages in the learning process on learning experiences in order to support personal development through thinking about meta-cognition (the way we think and learn)  
making connections—including using knowledge, understanding and skills across subjects to create products or solutions, applying skills and knowledge in unfamiliar situations  
inquiring in different contexts— including changing the context of an inquiry to gain various perspectives.

research skills:  
accessing information—including researching from a variety of sources, transferring and summarizing information using a range of technologies, identifying primary and secondary sources  
selecting and organizing information— including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources, collecting, recording and verifying data  
referencing—including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights

communication skills:  
Active listening----including non-verbal communication, and listening to and following directions and procedures  
literacy—including reading strategies, using and interpreting a range of content specific terminology, interpreting meaning through cultural understanding  
being informed—including the use of a variety of media, receiving feedback  
informing others—including presentation skills using a variety of media, clear speaking, writing for different purposes and giving feedback

	<p><u>self-management skills</u>  time management—including using time effectively in class, keeping to deadlines, keeping to class schedules, creating study planners, homework planners and sticking to them  self-management—including personal goal setting, organization of learning materials, turning up to class with the right materials  organizing information logically, structuring information correctly in essays, and reports using different information organizers for different purposes demonstrating persistence and perseverance, practicing focus and concentration, and overcoming distraction <u>social skills:</u>  working in groups—including delegating and taking responsibility, adapting to roles, resolving group conflicts, demonstrating teamwork  accepting others—including analysing others’ ideas, respecting others’ points of view, and using ideas critically  personal challenges—including respecting cultural differences, negotiating goals and limitations with peers and with teachers, taking responsibility for own actions</p>
<p><b>Attitudes</b> (encouraged and fostered)</p>	<p><b>Inquirers</b> They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy earning and this love of learning will be sustained throughout their lives.</p> <p><b>Knowledgeable</b> They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><b>Thinkers</b> They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p> <p><b>Communicators</b> They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</p> <p><b>Principled</b> They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p> <p><b>Open-minded</b> They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p> <p><b>Caring</b> They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p>

	<p><b>Risk-takers</b> They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</p> <p><b>Balanced</b> They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p> <p><b>Reflective</b> They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.”</p>
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(More detailed content and specific skills, knowledge, concepts build and/or explored in unit planners)

## E. ASSESSMENT

### E.1 Assessment outline:

Assesment component	Weighting
<b>External assessment (2 hours 45 minutes)</b>	<b>75%</b>
<p><b>Paper 1 (1 hour)</b></p> <p>Productive skills—writing (30 marks) 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>	25%
<b>Paper 2 (1 hour 45 minutes)</b>	<b>50%</b>

<p>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>25%</p> <p>25%</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>Individual oral assessment</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>

## **E.2 Assessment criteria:**

### **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	Command of the language is limited. 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	Command of the language is generally effective. 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.
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**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	The task is partially fulfilled. Some ideas are relevant. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.

3–4	<p>The task is generally fulfilled.</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>The task is fulfilled effectively.</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>Conceptual understanding is limited.</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>Conceptual understanding is mostly demonstrated.</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>Conceptual understanding is fully demonstrated.</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 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
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0	The work does not reach a standard described by the descriptors below.
1-3	<p>Command of the language is limited.</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>Command of the language is partially effective.</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>Command of the language is mostly effective and accurate.</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>

	Pronunciation and intonation are influenced by other language(s), but do not interfere with communication.
10-12	<p>Command of the language is effective and mostly accurate.</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	<p>The presentation is mostly irrelevant to the stimulus.</p> <p>The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete.</p> <p>The presentation is not clearly linked to the target culture(s).</p>
3-4	<p>The presentation is mostly relevant to the stimulus.</p> <p>With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus.</p> <p>The presentation is mostly linked to the target culture(s).</p>
5-6	<p>The presentation is consistently relevant to the stimulus and draws on explicit and implicit details.</p> <p>The presentation provides both descriptions and personal interpretations relating to the stimulus.</p> <p>The presentation makes clear links to the target culture(s).</p>

**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	The candidate consistently struggles to address the questions. Some responses are appropriate and are rarely developed. Responses are limited in scope and depth.
3-4	The candidate's responses are mostly relevant to the questions. Most responses are appropriate and some are developed. Responses are mostly broad in scope and depth.
5-6	The candidate's responses are consistently relevant to the questions and show some development. Responses are consistently appropriate and developed. Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.

**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>Comprehension and interaction are limited.</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>Comprehension and interaction are mostly sustained.</p> <p>The candidate provides responses in the target language and mostly demonstrates comprehension.</p> <p>Participation is mostly sustained.</p>
5-6	<p>Comprehension and interaction are consistently sustained.</p> <p>The candidate provides responses in the target language and demonstrates comprehension.</p> <p>Participation is sustained with some independent contributions.</p>