

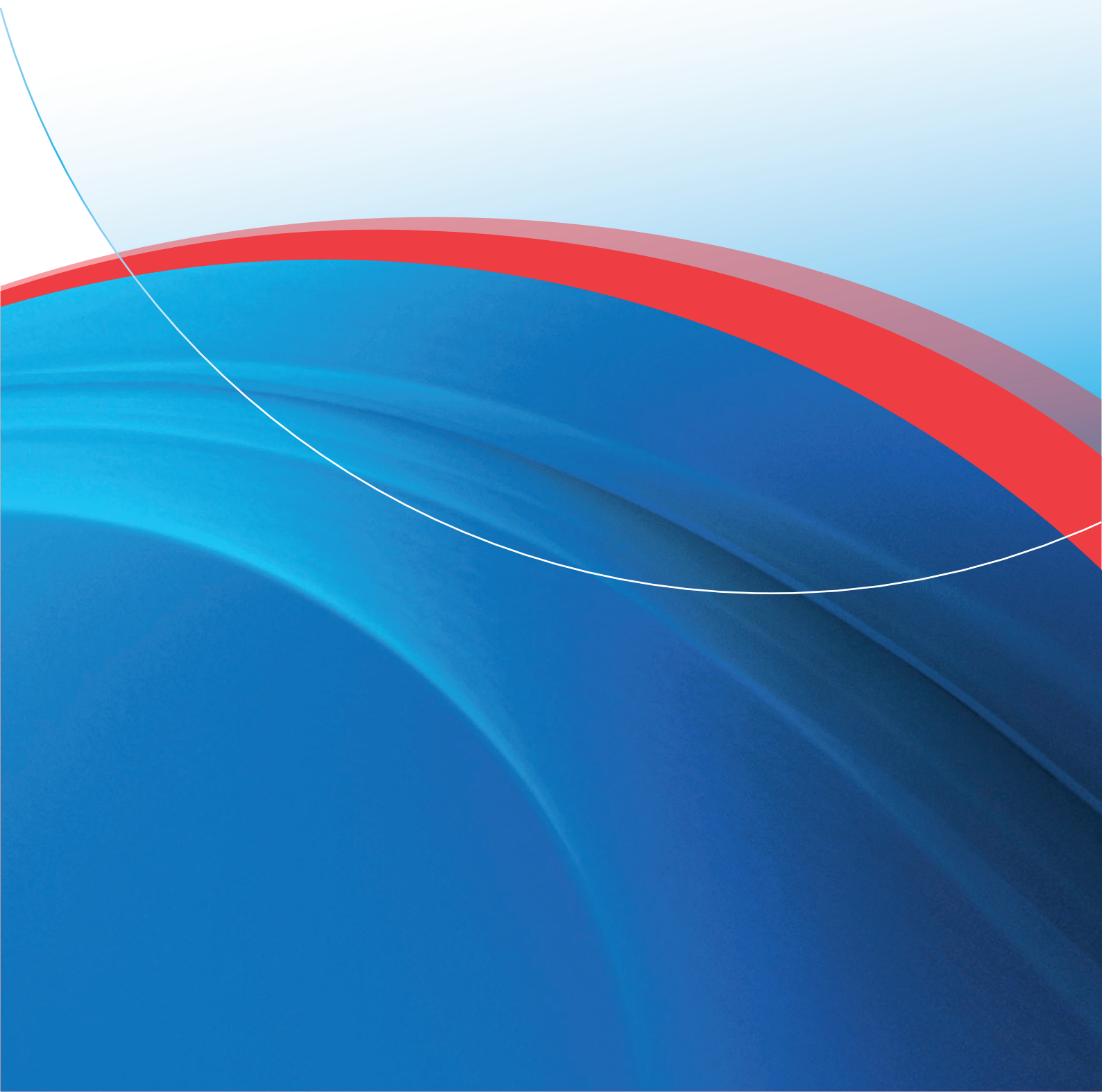


International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Language B guide

For use from September 2006 or January 2007





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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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	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.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	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.
Principled	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.
Open-minded	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.
Caring	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.
Risk-takers	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.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	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.

Contents

Language B in the MYP	1
How to use this guide	1
Introduction to MYP language B	2
Aims and objectives	4
Requirements	7
Developing the curriculum	10
Assessment	16
Assessment in the MYP	16
Language B assessment criteria	18
Language B foundation: Assessment criteria	20
Language B standard: Assessment criteria	27
Language B advanced: Assessment criteria	35
Determining the final grade	45
Language B: Moderation	47
Language B: Monitoring of assessment	52
Appendices	54
MYP language B frequently asked questions	54
MYP language B glossary	58
Example interim objectives	61

How to use this guide

The *Language B guide* provides the framework for teaching and learning in language B in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (August 2008).

This guide was originally published in January 2006 for use from September 2006 (northern hemisphere) and January 2007 (southern hemisphere). However, the document *MYP: From principles into practice* (August 2008) now includes all general information about the programme and, as a result, the format of subject-group guides has been changed so that they include only subject-specific information.

This revised edition of the *Language B guide* includes all subject-specific information as published in the earlier version. Importantly, requirements for the subject, aims, objectives and final assessment details have not changed. However, general information about the MYP has been taken out and some additional subject-specific information included (for example, sample questions related to each of the areas of interaction).

Introduction to MYP language B

Wer fremde Sprachen nicht kennt, weiss nichts von seiner eigenen.

[They who are ignorant of foreign languages know not their own.]

Johann Wolfgang von Goethe

The primary aim of language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.

The International Baccalaureate (IB) acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in a language other than his or her mother tongue. The study of MYP language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

To assist in achieving these broader goals, this guide will give both teachers and students clear aims and objectives for MYP language B, as well as details of final assessment requirements. IB-produced teacher support material to complement this guide is also available and will aid implementation of the course in schools.

Language B levels

There are three levels for final-year certification in MYP language B. These are:

- language B advanced
- language B standard
- language B foundation.

Please note that students taking two languages A are not obliged to take a language B in addition.

Language B advanced

Students being registered for certification in their final MYP year for language B advanced will show a high level of competence in the language B, but will not yet be ready to undertake the language as language A. Students' higher level of competence may be the result of prior exposure to the language, being able to access the language in the host community, or other special circumstances. Language B advanced students are those who need a greater challenge than that offered through language B standard.

For students in IB World Schools that offer the Diploma Programme (DP), aiming for the MYP language B advanced level would be good preparation for the DP language A2 courses.

Language B standard

Students being registered for certification in their final MYP year for language B standard will have studied the language B for the five years of the MYP (or four years for schools taking the four-year option). They typically will have had little or no prior formal instruction, and will not be proficient in the language before starting the course.

For students in IB World Schools that offer the DP, aiming for the MYP language B standard level would be good preparation for the DP language B courses.

Language B foundation

It is a requirement that language B is taught in MYP schools in **every** year of the programme. Schools are **not** permitted to allow students to complete only two or three years of language study within the MYP. However, the language B foundation level may be necessary for students who have not studied the same language B for the entire five years of the MYP, due to school transfer or other exceptional circumstances. The language B foundation level may also be helpful for schools undertaking the programme flexibility option, particularly those schools implementing the MYP in the two years preceding the DP.

Students being registered for certification in their final MYP year for language B foundation will have studied the language for approximately two years and will have a basic level of competence in the language by the end of the MYP.

For students in IB World Schools that offer the DP, aiming for the MYP language B foundation level may in some cases prepare students for the DP language B courses at standard level. In other cases, where students have not reached the prerequisite proficiency required, students may opt for a DP language *ab initio* course in a different language.

The IB language B continuum

MYP language B builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme (PYP). Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry. Students continuing onto the DP will have grounding in at least one language B that will enable them to continue onto the DP courses as suggested above, and will have developed an inquiring, reflective approach to language learning.

Aims and objectives

Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach, and what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of modern foreign languages are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning.

Objectives

The objectives of any MYP subject and of the personal project state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

At the end of the course students should be able to:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal communications.

Note: The objectives will be achieved at different levels of sophistication for the different certification levels. Please see the assessment criteria in the “Language B assessment criteria” section and the *Language B teacher support material* for indicators of these different levels.

Development of language to meet MYP objectives

In order to meet the MYP language B objectives at each of the certification levels, teachers will need to concentrate on each of the macro-skills of language: listening, speaking, reading and writing. These skills are interrelated, though in some instances teachers may wish to deal with them as discrete skills.

Listening

Listening comprehension is no longer assessed separately. As listening comprehension is a natural part of oral interaction, it is assessed as part of criterion A at all certification levels.

Formative work in pure listening comprehension (no oral interaction) is encouraged as a vital component in developing students’ language skills, especially at foundation level when students are becoming accustomed to the sounds of the language.

Formative and summative listening tasks may include listening to radio reports, speeches, or any other recorded information, and responding in a variety of ways. Viewing may be included as part of the listening task where students watch and respond to a televised news bulletin, weather report, and so on, or a movie in the target language.

Speaking

Formative and summative speaking tasks should include formal and informal exchanges such as role plays, discussions, debates, pair work, interviews and presentations (both with and without question and answer sessions in the target language).

The above tasks should allow students to practise and demonstrate genuine, spontaneous interaction, which is required in final assessment tasks.

Reading

Formative and summative tasks for reading should include a variety of texts, chosen by the teacher as appropriate for the students’ level, for example, textbook passages, magazine and newspaper articles, short stories and novels (including abridged and modified versions). Teachers should aim for a range of factual and literary texts. Teachers should also aim to set comprehension questions in the language B as soon as possible during the course. Viewing may also be included as part of reading tasks where students are shown illustrations or photographic information that complement the text, or vice versa.

Students are required to demonstrate specific reading comprehension skills in final assessment tasks, for example, identifying information, dealing with unfamiliar language, drawing conclusions, identifying opinions, attitudes, writing styles, and so on. These skills should be practised in all years of the MYP. Students should also be encouraged to answer reading comprehension questions in the target language, where appropriate.

Writing

Formative and summative tasks for writing may include letter writing, advertisements, essays, creative writing, presentations, and so on.

Students are required to demonstrate specific writing skills in final assessment tasks. These skills should be practised in all years of the MYP. Students should be encouraged to practise writing both at length and in a concise manner.

Requirements

MYP language B is a compulsory component of the MYP in **every** year of the programme.

The languages B chosen by the school must be modern languages.

Organizing language B in the school

Language B must be structured within the school so that the final aims and objectives set by the IB for this subject group can be met effectively. In order to do this, schools will need to provide for **sustained** language learning. This means that students must be allowed the opportunity to learn the same language in each year of the MYP, and have that learning sustained across the entire year in each year of the MYP.

The language B course must provide a linguistic and academic challenge for students in order to give them the best possible educational experience. Students must be given the opportunity to develop their language skills to their full potential.

Teaching hours

It is essential that schools allow teachers the number of teaching hours necessary to meet the requirements of the language B courses in their particular school. Teaching hours are considered the face-to-face teaching and learning hours that are scheduled in the school timetable for any given subject.

Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IB recognizes that, in practice, more than 50 teaching hours per year will be necessary not only to meet the programme requirements over the five years, but also to allow for the sustained, concurrent teaching of disciplines that enables interdisciplinary study.

Considering the final objectives and standards expected in MYP language B, more hours than the minimum figure per year are recommended, though this may vary depending on school location and student background. Schools must ensure that students are given sufficient time and **continuous** instruction to allow them the opportunity to meet the final objectives for language B.

Resources

Information and communication technology (ICT) should be used whenever possible as an important means of expanding students' knowledge of the world in which they live, gaining access to a broader range of language resources and as a new channel for developing skills. All teachers have the responsibility to teach students to use electronic media critically so that students are aware of the limitations of the data.

The choice of resources within a school will also need to reflect the ability range within that school. The school library has an essential role to play in this process and should, for example, have available good choices of supplementary materials and graded readers in the target language.

Schools need to ensure that teaching materials from the country/countries where the target language is spoken are provided for language B classes.

Resources used and tasks assigned should be carefully chosen and prepared so that objectives can be met and assessment criteria can be applied.

In addition, the online curriculum centre (OCC) is a valuable resource for teachers in the MYP. It contains discussion forums and resource banks, as well as official IB publications that can be downloaded. Please see your MYP coordinator for a school code and password.

Final selection of levels for certification

The final assessment criteria for language B (see the “Language B assessment criteria” section) are separated into three discrete groupings to address each of the certification levels available.

During the first **four** years of the MYP, provision must be made for teaching language B to students who are aiming to register for certification in their final MYP year for either language B standard or language B advanced. Students may move between language levels (within the same language) during the first four years at the school’s discretion; conversely, students need not be categorized into levels at all in the first four years of the MYP. However, the registration of students in either language B standard or language B advanced must be made at the beginning of the fifth year (see section G of the *MYP coordinator’s handbook* for registration deadlines). Schools should be aware that there are differences between the final assessment criteria for these options, and students should be prepared appropriately.

Level	Requirements
Language B advanced	<p>Students registering for this level:</p> <ul style="list-style-type: none"> will show a high level of competence in the language B, but will not yet be ready to undertake the language as language A will, in addition to studying the language at a more-complex level, also be incorporating the study of literature. <p>Language B advanced students are those who need a greater challenge than that offered through language B standard. Schools will notice that the assessment descriptors for language B advanced are beginning to reflect those of MYP language A (but are less demanding), reinforcing that balanced bilingualism is the long-term goal.</p>
Language B standard	<p>Students registering for this level:</p> <ul style="list-style-type: none"> will show the level of competence expected of students who have studied a second language for four or five years, usually without access to the language outside the school environment.

Level	Requirements
Language B foundation	<p>Students registering for this level:</p> <ul style="list-style-type: none"> • will have studied the language B for less than the full length of the MYP, due to school transfer or other exceptional circumstances • may be in a school authorized to deliver the programme flexibility option (implementing the MYP in the two years preceding the DP*) • may have other valid reasons for undertaking this option, approved by the IB. <p>As schools need to provide sustained language learning, students must not transfer to language B foundation from another language B course part-way through the MYP. The language B foundation level is not available as part of the curriculum flexibility option (where a student may take fewer than eight subjects in the final year of the MYP*).</p> <p>*Please see the “MYP language B glossary” section for further explanation of the difference between curriculum flexibility and programme flexibility.</p>

For examples of the standards expected of students in each of the final certification levels, please refer to the *Language B teacher support material* that complements this guide.

Developing the curriculum

Introduction

All MYP subjects, including language B, provide a curricular framework with set final aims and objectives. Schools are responsible for developing and structuring their language B courses so that they provide opportunities for students to meet the final aims and objectives effectively by the end of the programme. The circumstances specific to individual schools will determine which language(s) schools are able to offer, and the organization of the language(s) B within the school.

The MYP requires schools to facilitate and promote collaborative planning for the purpose of curriculum planning, review and reflection.

The staff responsible for teaching and learning in language B will need to determine the subject content for each year of the programme. All objectives must be developed in each year of the programme, at the appropriate level. In planning the language B curriculum, teachers will need to deconstruct the objectives so that they build during years 1–4 towards the highest level in the final year of the programme, providing for continuity and progression in each objective. The objectives in this guide, and the examples of interim objectives for language B available on the OCC, will guide teachers in making decisions about the choice of content and learning experiences offered to students, including the types of assessment that are appropriate for the students' particular stages of development.

In developing the curriculum for the different years of the programme, teachers are encouraged to plan increasingly complex units of work that will cover the entire scope of the objectives themselves. However, within these, discrete tasks or smaller units of work might concentrate on specific objectives.

In the final year of the programme, the curriculum should provide students with the **opportunity** to achieve the highest descriptor levels in the final assessment criteria (see the "Language B assessment criteria" section).

When planning a unit of work in language B, teachers must ensure that:

- at least one area of interaction provides a context for learning
- linguistic understanding and skills are being developed
- learning expectations match the MYP objectives (see objectives in the "Aims and objectives" section)
- appropriate materials are selected from a wide range of sources
- differentiated teaching and learning methods are planned and used
- students are given clear information about how their work will be assessed, including which objectives are being developed
- in the final year of the programme, student achievement of the objectives is measured against the published assessment criteria (see the "Language B assessment criteria" section).

The document, *MYP: From principles into practice* (August 2008), provides detailed information on organizing the written, assessed and taught curriculum, including the use of interim objectives, modified assessment criteria for years 1–4 of the programme, and the planning of units of work.

Addressing the areas of interaction

The areas of interaction provide contexts through which teachers and students consider teaching and learning, approach the disciplines, and establish connections across disciplines. They are organizing elements that strengthen and extend student awareness and understanding through meaningful exploration of real-life issues. All teachers share the responsibility of using the areas of interaction as a focus for their units of work.

The process of inquiring into the subject content through the different perspectives or contexts of the areas of interaction enables students to develop a deeper understanding of the subject as well as the dimensions of the areas of interaction. Through this inquiry cycle of understanding and awareness, reflection and action, students engage in reflection and metacognition, which can lead them from academic knowledge to thoughtful action, helping to develop positive attitudes and a sense of personal and social responsibility.

The document *MYP: From principles into practice* (August 2008), section “The areas of interaction”, provides further information relating to the dimensions of each area of interaction, the inquiry cycle, planning units of work, and focusing relevant content through these areas of interaction.

There are five areas of interaction:

- approaches to learning (ATL)
- community and service
- health and social education
- environments
- human ingenuity (formerly *homo faber*).

The following sections on the areas of interaction provide sample questions that might be used as **MYP unit questions** or **inquiry cycle questions**, depending on the content being taught. These particular questions are “content free”, and when devising their own questions, teachers can relate them to the specific content that is being explored in a unit of work.

It is important to note that the areas of interaction are ways of looking at content: some of the examples that follow could easily fit into more than one area of interaction perspective, and also have the potential to be explored through subjects other than language B.

The contexts that frame the content curriculum in language B must be natural and meaningful. Often when designing a unit of work, the context for the content will emerge naturally. To provide meaningful learning experiences, teachers should ensure that the MYP unit question gives students scope for inquiry into the issues and themes within the content. The area of interaction will then give direction to teacher-directed and student-initiated inquiry.

Please note that any reference to “I” in the areas of interaction questions could also be interpreted as “we” where this is more appropriate to the social ethos of the school or location.

Approaches to learning

How do I learn best?

How do I know?

How do I communicate my understanding?

Approaches to learning (ATL) are central to all MYP subject groups and the personal project. Through ATL, schools provide students with the tools to enable them to take responsibility for their own learning. This involves articulating, organizing and teaching the skills, attitudes and practices that students require to become successful learners.

The MYP has identified seven groups of skills that encompass ATL: organization, collaboration, communication, information literacy, reflection, thinking and transfer. The school community will need to spend time defining the ATL attitudes, skills and practices that they consider important within these groups, for both individual subject groups and across subject groups.

Sample questions

- How do we learn language? How do we acquire language?
- What skills are specific to language B?
- What does it mean to be bilingual?
- How can similarities and differences between languages help my learning?
- How does learning a second language help me with learning in other subjects?
- What skills and knowledge can I take from other subjects and use in my language learning?
- How can I organize my learning in language B?
- What are effective ways of working with my classmates?
 - How can collaborative work improve our language skills?
 - How can I use language to show respect when working with others?
- What can I do to improve my language learning?
 - How can I plan and organize my work effectively?
 - What can I do outside the language classroom?
 - How can information and communication technology (ICT) help my language learning?
- How can I evaluate my own language use?

Students may be aiming to address these questions in the language B by the end of the programme.

Community and service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

The emphasis of community and service is on developing community awareness and a sense of belonging and responsibility towards the community so that students become engaged and feel empowered to act in response to the needs of others.

Community and service starts in the classroom and extends beyond it, requiring students to discover the social reality of self, others and communities. This, in turn, may initiate involvement and service in the communities in which they live. Reflection on the needs of others and the development of students' ability to participate in and respond to these needs both contribute to the development of caring and responsible learners.

Students will explore the nature of past and present communities through language B, as well as their place in their own communities. Incorporating community and service into the study of language B encourages responsible citizenship as students deepen their knowledge and understanding of the world around them.

Sample questions

- How can I learn about communities through language B?
- How are languages used in communities?
- How does language shape a community?
- How do multiple languages add to a community?
- How can a community influence a language?
- How are bilingual people viewed by communities?
- What have I learned about language and the community?
- What would the world be like without many languages?
- How can I improve my community through what I've learned in language B?

Students may be aiming to address these questions in the language B by the end of the programme.

Health and social education

How do I think and act?

How am I changing?

How can I look after myself and others?

This area of interaction is about how humanity is affected by a range of social issues (including health). It includes an appreciation of these effects in various cultural settings and at different times. It is concerned with physical, social and emotional health and intelligence—key aspects of development leading to a complete and balanced lifestyle.

Sample questions

- How do languages impact on society? On individuals? On me?
- Can the status of languages communicate the health of a society?
- Is learning a second language a luxury or a necessity?
- Do I see health and social issues differently if I view them through another language?
- How can language be used to influence people?
- Do people change if they learn a second language? If so, to what extent?
- In what ways does language B allow me to express myself?
- How does language B enable me to learn about myself and others?
- How important are languages for personal development?
- How can my learning in language B help me to make healthy choices?
- How does learning in language B facilitate our understanding of ourselves and others?

Students may be aiming to address these questions in the language B by the end of the programme.

Environments

What are our environments?

What resources do we have or need?

What are my responsibilities?

This area of interaction considers environments to mean the totality of conditions surrounding us, natural and human-made. It focuses on the wider place of human beings in the world and how we create and affect our environments. It encourages students to question, to develop positive and responsible attitudes, and to gain the motivation, skills and commitment to contribute to their environments.

Sample questions

- In what way can environments influence language?
 - How can language change with an environment?
- In what way can language influence environments?
 - How does language B influence the school environment?
- How can language B affect our understanding of different environments?
- How do my language B skills enable me to understand different environments?
- How can my language B skills help me to improve my environments?
- What power can language B give us to communicate environmental issues to the world?

Students may be aiming to address these questions in the language B by the end of the programme.

Human ingenuity (formerly *homo faber*)

Why and how do we create?

What are the consequences?

Human ingenuity looks at human contributions in the world both in their particular context and as part of a continuing process. It stresses the way humans can initiate change, whether for good or bad, and examines the consequences. This area also emphasizes both the importance of researching the developments made by people across place, time and cultures, and the importance of taking time to reflect on these developments.

Sample questions

- What is language?
- Where does language come from?
- How have languages evolved over time?
 - What are the effects of language evolution?
- How can language initiate change?
- What would the world be like without language?
- In what ways have humans shaped language?
- How does technology affect language?
- In what ways has knowledge influenced language?
- How is language developing in my time and culture? In the language B culture?
- How do languages impact each other?

- What makes a language valid for learning?
- On what basis do I choose the language I use in different contexts?
- Can my communication make a difference?
- What contributions to development has the target language made?

Students may be aiming to address these questions in the language B by the end of the programme.

Assessment in the MYP

There is no external assessment provided by the IB for the MYP and therefore no formal externally set or marked examinations. All assessment in the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IB assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

It is expected that the procedures for assessment and the MYP assessment criteria are shared with both students and parents as an aid to the learning process.

Using the assessment criteria

The assessment criteria published in this guide correspond to the objectives of this subject group. The achievement levels described have been written with year 5 final assessment in mind.

All schools **must** use the assessment criteria published in this guide for final assessment, although local or national requirements may involve other assessment models and criteria as well.

In years 1–4, schools will probably wish to adapt the expected achievement levels for each criterion according to the progression of learning organized by them. Schools may add other criteria and report on these internally to parents and students.

Clarifying published criteria in year 5

During the final year of the programme, the final assessment criteria as published in each subject-group guide must be used when awarding levels. However, specific expectations of students for a given task must still be defined.

Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in language B, teachers would need to clarify exactly what a “wide range of vocabulary” means in the context of a given assessment task. This might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task
- an oral discussion of the expectations
- a task sheet that explains the expectations.

It is important that teachers specify the expected outcomes at the beginning of each task so that students are aware of what is required. When clarifying expectations, teachers must ensure that they do not alter the standard expected in the published criteria, nor introduce new elements. When awarding levels in year 5, teachers should always use the published criteria.

Please also see the “Language B: Moderation” section for guidance on what is required as part of background information.

The “best-fit” approach

The descriptors for each criterion are hierarchical. When assessing a student’s work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor.

Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Further guidance

Only whole numbers should be recorded; partial levels, fractions and decimals are not acceptable.

The levels attributed to the descriptors must not be considered as marks or percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Teachers should not think in terms of a pass or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students aged 16. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan.

Further information on MYP assessment can be found in the document *MYP: From principles into practice* (August 2008) in the section “Assessment”.

Language B assessment criteria

Please note that the assessment criteria in this guide are for first use in **final assessment** from 2007.

In the final year of the MYP, students need to be designated as aiming for one of three levels within language B: language B foundation, language B standard and language B advanced. If schools are applying for IB-validated grades, students will need to be registered under one of these levels. Teachers will need to use the corresponding criteria to assess students at their designated level. (For more information on which level to register students for, please see sections “Introduction to MYP language B”, “Requirements”, and the answers to “Language B frequently asked questions” under the heading “General”.)

The following assessment criteria have been established by the IB for language B in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria even if schools are not registering students for IB-validated grades and certification.

Language B foundation

Oral communication		
Criterion A	Speaking and listening—message and interaction	Maximum 8
Criterion B	Speaking—language	Maximum 8
Writing		
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—language	Maximum 8
Reading comprehension		
Criterion E	Reading comprehension	Maximum 16

Language B standard

Oral communication		
Criterion A	Oral communication—message and interaction	Maximum 8
Criterion B	Oral communication—language	Maximum 8
Writing		
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—language	Maximum 8
Reading comprehension		
Criterion E	Reading comprehension	Maximum 16

Language B advanced

Oral communication		
Criterion A	Oral communication—message and interaction	Maximum 8
Criterion B	Oral communication—style and language use	Maximum 8
Writing		
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—style and language use	Maximum 8
Text interpretation		
Criterion E	Text interpretation	Maximum 16

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

It is intended that oral skills, writing skills, and reading comprehension and interpretive skills are equally weighted, hence the need to double the final level for criterion E when determining final grades at each certification level.

Detailed descriptions of the assessment criteria and band descriptors follow.

Language B foundation: Assessment criteria

Criterion A: Speaking and listening—message and interaction

Maximum: 8

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the student:

- request and/or provide information as appropriate to the task
- understand and respond to questions and statements
- present his or her ideas, giving details where appropriate
- demonstrate the ability to maintain a coherent and flowing conversation?

Tasks used to assess criteria A and B often include role plays, discussions, pair work, interviews, presentations with question and answer sessions, and so on. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student communicates information some of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student’s responses show difficulty in understanding most of the questions or comments even when rephrased; responses are often inappropriate.</p> <p>The student’s ideas are not always relevant; little or no detail is given.</p> <p>Frequent prompting and/or rephrasing and/or hesitation consistently affect the flow of ideas.</p>
3–4	<p>The student communicates information most of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student’s responses show difficulty in understanding some of the questions or comments; some of the responses are inappropriate.</p> <p>The student’s ideas are relevant though they contain limited detail.</p> <p>Prompting and/or rephrasing and/or hesitation sometimes affect the flow of ideas.</p>

Achievement level	Level descriptor
5–6	<p>The student communicates information most of the time, on a variety of aspects within common/everyday topics.</p> <p>The student's responses show understanding of most questions/comments and are usually appropriate.</p> <p>The student's ideas are relevant and contain some detail where appropriate.</p> <p>The student needs some prompting and/or rephrasing, but this does not affect the flow of ideas.</p>
7–8	<p>The student consistently communicates information, on a variety of aspects within common/everyday topics.</p> <p>The student's responses show understanding of most questions/comments and are almost always appropriate.</p> <p>The student's ideas are relevant and detailed where appropriate.</p> <p>The student rarely needs prompting and/or rephrasing and actively contributes to the flow of ideas. Any pauses are natural.</p>

Notes

- Reading from prepared texts or the use of memorized speeches does not constitute real interaction according to language B objectives.
- Teachers should bear in mind the different cultural norms and acceptable practices of the target language when engaged in conversation.

Criterion B: Speaking—language

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures?

Tasks used to assess criteria A and B often include role plays, discussions, pair work, interviews, presentations with question and answer sessions, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's pronunciation and intonation have many errors and make understanding difficult throughout the exchange. The student uses a limited vocabulary , and has difficulty in finding words . The student makes frequent errors when using basic grammatical structures .
3–4	The student's pronunciation and intonation have some errors, some of which make understanding difficult . The student uses a basic range of vocabulary , though there is some inappropriate word choice . The student uses basic grammatical structures , though with some errors .
5–6	The student's pronunciation and intonation have some errors , though these don't interfere with comprehensibility . The student makes good use of a basic range of vocabulary . The student uses basic grammatical structures, generally accurately . There are some attempts at more-complex structures .
7–8	The student's pronunciation and intonation are clear and make communication easy . The student makes excellent use of a basic range of vocabulary . The student uses basic and more-complex grammatical structures, generally accurately .

Note

- Pronunciation/intonation: clarity must be considered here, rather than issues of accent.

Criterion C: Writing—message and organization

Maximum: 8

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, and so on. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information some of the time , on a limited variety of aspects within common/everyday topics. The student’s ideas are basic and/or repetitive ; they are not always relevant and little or no detail is given. There is little or no formal structure , making the information/ideas difficult to follow .
3–4	The student communicates information most of the time , on a limited variety of aspects within common/everyday topics. The student’s ideas are usually relevant , though they contain limited detail and/or support . The presentation shows a good attempt at structure , though there are some lapses . The student uses few cohesive devices .
5–6	The student communicates information most of the time , on a variety of aspects within common/everyday topics. The student’s ideas are relevant and contain some detail and/or support where appropriate . The presentation follows a logical structure . The student uses a basic range of cohesive devices .
7–8	The student always communicates information, on a variety of aspects within common/everyday topics. The student’s ideas are relevant and detailed and/or supported where appropriate . The presentation follows a logical structure . The student uses cohesive devices that add clarity to the message.

Notes

- Structure: this refers to the format or pattern of the piece of writing. For example, this may involve an introduction, development and conclusion as in some types of formal essay.
- Cohesive devices: this refers to the grammatical and/or lexical items that link the different elements of a text.
- Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks.

Criterion D: Writing—language

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses a limited range of vocabulary and grammatical structures; there are frequent errors that interfere with communication. Spelling/writing often impede communication.
3–4	The student uses a basic range of vocabulary and grammatical structures; there are some errors that interfere with communication. There are some errors in spelling/writing that sometimes interfere with communication.
5–6	The student makes good use of a basic range of vocabulary and grammatical structures. Vocabulary and grammar are generally accurate . There are some attempts at more-complex structures . There are some errors in spelling/writing, but these do not interfere with communication.
7–8	The student makes excellent use of a basic range of vocabulary and grammatical structures, and uses some more-complex structures . Vocabulary and grammar are accurate . There may be occasional errors in spelling/writing, but these do not interfere with communication.

Note

- The importance attached to the assessment of spelling and/or writing will vary from language to language. For example, the techniques of writing will be particularly important in languages such as Chinese or Japanese, whereas spelling will take on greater importance in English or Russian.

Criterion E: Reading comprehension

Maximum: 16

(8 x 2)

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- identify specific factual information
- identify main ideas and supporting details
- draw conclusions?

Tasks used to assess criterion E often include letters, advertisements, magazine and newspaper articles, prose, and so on. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student identifies basic facts in texts with familiar language . The student shows a limited understanding of the text(s) overall .
3–4	The student identifies basic and more-complex facts in texts with familiar language , and identifies the main idea . The student shows an understanding of some parts of the text(s) .
5–6	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language , and identifies the main idea and supporting details . The student shows an understanding of most parts of the text(s) .
7–8	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language , identifies the main idea and supporting details , and draws conclusions . The student shows good understanding of the text(s) overall .

Notes

- Please note that the **final** level for criterion E should be multiplied by **two** in order to give equal weighting to comprehension and expressive skills overall. However, this should **only** be done when determining the final grade (see the “Determining the final grade” section for further information).
- Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions **must** pertain to the descriptors.
- If students respond in the target language, they should not be penalized for language errors.

Language B standard: Assessment criteria

Criterion A: Oral communication—message and interaction

Maximum: 8

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the student:

- communicate information, ideas and opinions
- respond and react to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?

Tasks used to assess criteria A and B often include role plays, discussions, pair work, interviews, presentations with question and answer sessions, and so on. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student’s communication of information is incoherent ; ideas are generally irrelevant and/or repetitive ; opinions are unsupported . The student has difficulty in responding, even in familiar situations . The student often needs prompting to encourage a response; conversation/dialogue does not flow .
3–4	The student has some difficulty in communicating information; ideas are sometimes irrelevant and/or repetitive ; some opinions are supported . The student shows understanding through responding correctly in familiar situations . The student needs occasional prompting to encourage a response, and this contributes to some lapses in the flow of conversation.

Achievement level	Level descriptor
5–6	<p>The student communicates information clearly, though there is some difficulty with more-complex ideas. The student’s ideas are relevant but not always developed; opinions are usually justified.</p> <p>The student shows understanding through responding correctly in familiar and some spontaneous situations.</p> <p>The student can maintain the flow of conversation, and may show some active and/or spontaneous engagement. The student needs occasional prompting but this does not disturb the flow of conversation.</p>
7–8	<p>The student communicates information clearly and effectively; both simple and complex ideas are relevant and developed; opinions are justified.</p> <p>The student shows understanding through responding correctly in familiar and spontaneous situations.</p> <p>The student contributes to the coherent flow of conversation; and is actively and spontaneously engaged. Any prompting is natural and does not disturb the flow.</p>

Notes

- Reading from prepared texts or the use of memorized speeches does not constitute real interaction according to language B objectives.
- Teachers should bear in mind the different cultural norms and acceptable practices of the target language when engaged in conversation.
- Spontaneous engagement in the conversation needs to be appropriate to the conversation and to the cultural context.

Criterion B: Oral communication—language

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures?

Tasks used to assess criteria A and B often include role plays, discussions, pair work, interviews, presentations with question and answer sessions, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's pronunciation and/or intonation are inaccurate and consistently interfere with comprehensibility. The student's range of vocabulary and structures is limited and/or is used inappropriately or incorrectly . Errors interfere frequently .
3–4	The student's pronunciation and/or intonation have mistakes that sometimes interfere with comprehensibility. The student uses a basic range of vocabulary and structures, with occasional mistakes . Errors sometimes interfere .
5–6	The student's pronunciation and/or intonation have occasional mistakes but these rarely interfere with comprehensibility. The student uses a range of vocabulary and structures appropriately ; and attempts to use idiom and register appropriate to the context. Errors rarely interfere .
7–8	The student's pronunciation and/or intonation have occasional mistakes , but these do not interfere with comprehensibility. The student uses a wide range of vocabulary and varied structures appropriately, including idiom and register appropriate to context. Errors do not interfere .

Notes

- Pronunciation/intonation: clarity must be considered here, rather than issues of accent.
- Register: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

Criterion C: Writing—message and organization

Maximum: 8

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, and so on. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student’s communication of information is incoherent ; ideas are generally irrelevant and/or repetitive ; opinions are unsupported . The lack of structure contributes to the poor clarity of the message.
3–4	The student has some difficulty in communicating information; ideas are sometimes irrelevant and/or repetitive ; opinions are often unsupported . The student makes an attempt at structuring the work, and uses some basic cohesive devices .
5–6	The student communicates information clearly , though there is some difficulty with more-complex ideas . The student’s ideas are relevant but not always supported ; opinions are sometimes justified . The student structures the work appropriately , which adds to the clarity of the message; there is an appropriate use of cohesive devices .
7–8	The student communicates information clearly and effectively ; both simple and complex ideas are relevant and supported ; opinions are justified . The student structures the work clearly and effectively , which adds to the clarity and coherence of the message; there is effective use of cohesive devices .

Notes

- Structure: this refers to the format or pattern of the piece of writing. For example, this may involve an introduction, development and conclusion as in some types of formal essay.
- Cohesive devices: this refers to the grammatical and/or lexical items that link the different elements of a text.
- Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks.

Criterion D: Writing—language

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses a limited range of vocabulary and structures; these may be used inappropriately or incorrectly . Errors interfere frequently . Spelling/writing are inaccurate and interfere with communication. The writing does not reflect a sense of audience .
3–4	The student uses a basic range of vocabulary and structures, with occasional mistakes . Errors sometimes interfere . There are occasional mistakes in spelling/writing that sometimes interfere with communication. There is an attempt to use appropriate register , which shows some evidence of a sense of audience .
5–6	The student uses a range of vocabulary and structures appropriately ; and attempts to use idiom appropriate to the context. Errors rarely interfere . There are occasional mistakes in spelling/writing but these do not interfere with communication. The student shows a sense of audience , though there may be some lapses in using the appropriate register .
7–8	The student uses a wide range of vocabulary and varied structures appropriately and uses idiom appropriate to the context. Errors do not interfere . The student shows a good command of spelling/writing. The student shows a clear sense of audience by consistently using an appropriate register .

Notes

- The importance attached to the assessment of spelling and/or writing will vary from language to language. For example, the techniques of writing will be particularly important in languages such as Chinese or Japanese, whereas spelling will take on greater importance in English or Russian.
- “Sense of audience” is linked to “register”: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

Criterion E: Reading comprehension

Maximum: 16

(8 x 2)

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions and recognize implied opinions and attitudes
- identify aspects of format and style?

Tasks used to assess criterion E often include letters, advertisements, magazine and newspaper articles, prose, and so on. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student identifies basic information stated in texts with familiar language . The student shows a limited understanding of the text(s) overall .
3–4	The student identifies stated information, main ideas and some supporting details in texts with familiar language . The student shows an understanding of some parts of the text(s) .
5–6	The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/ or complex ideas . The student draws conclusions . The student shows an understanding of most parts of the text(s) .
7–8	The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/ or complex ideas . The student draws conclusions and recognizes opinions and attitudes implied within the text . The student identifies some aspects of format and style where appropriate. The student shows a good understanding of the text(s) overall .

Notes

- Please note that the **final** level for criterion E should be multiplied by **two** in order to give equal weighting to comprehension and expressive skills overall. However, this should **only** be done when determining the final grade (see the “Determining the final grade” section for further information).
- Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions **must** pertain to the descriptors.
- Although multiple-choice questions may be appropriate in addressing the lower levels of criterion E, they are not recommended for addressing the higher levels: open-ended questions are more effective in allowing students to demonstrate all the skills listed in the higher levels.
- When students respond in the target language, they should not be penalized for language errors.

Language B advanced: Assessment criteria

Criterion A: Oral communication—message and interaction

Maximum: 8

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the student:

- communicate information, ideas and opinions
- respond and react in a sophisticated manner to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?

Tasks used to assess criteria A and B often include discussions, debates, pair work, interviews, presentations with question and answer sessions, and so on. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student communicates information at a superficial level; ideas may be irrelevant and/or frequently repetitive; ideas and opinions have little or no relevant support.</p> <p>The student shows little or no understanding of the topic through their responses and reactions.</p> <p>The student needs prompting to engage in conversation.</p> <p>There are lapses in coherence of ideas and these interfere with the flow of the message and interaction.</p>
3–4	<p>The student communicates basic information easily but has difficulty with more-complex information; ideas are not always relevant; ideas and opinions are insufficiently supported.</p> <p>The student shows some understanding of the topic through their responses and reactions, though some of the discussion remains superficial.</p> <p>The student engages in conversation, but needs prompting at times.</p> <p>There are some lapses in coherence of ideas but these do not interfere with the flow of the message and interaction.</p>

Achievement level	Level descriptor
5–6	<p>The student communicates most information with ease, though there may be some difficulty with more-complex information; ideas and opinions are relevant and generally supported.</p> <p>The student shows a good understanding of the topic through their responses and reactions.</p> <p>The student actively engages in conversation.</p> <p>The message and interaction generally flow coherently.</p>
7–8	<p>The student communicates basic and complex information with ease; ideas and opinions are relevant, focused and supported by examples and illustrations.</p> <p>The student shows a complete and sophisticated understanding of the topic through their responses and reactions.</p> <p>The student is actively engaged and contributes much to the conversation.</p> <p>The student’s coherent structuring of ideas enables the flow of the message and interaction.</p>

Notes

- Reading from prepared texts or the use of memorized speeches does not constitute real interaction according to language B objectives.
- Teachers should bear in mind the different cultural norms and acceptable practices of the target language when engaged in conversation.
- Spontaneous engagement in the conversation needs to be appropriate to the conversation and to the cultural context.

Criterion B: Oral communication—style and language use

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show the ability to adapt register and style of language to the situation?

Tasks used to assess criteria A and B often include discussions, pair work, interviews, presentations with question and answer sessions, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses inaccurate intonation and/or frequently hesitates , which interferes with comprehensibility. The student shows little variety in vocabulary and idiom; grammar is often inaccurate or inappropriate . There is little sense of register or style.
3–4	The student makes some errors in intonation and/or shows some lapses in fluency, which sometimes interferes with comprehensibility. The student's vocabulary is varied though sometimes inappropriate for the context; some errors occur in basic and complex grammar . Register and style are apparent but are inconsistent and/or inappropriate .
5–6	The student makes some errors in intonation and/or shows some lapses in fluency, but this does not interfere with communication. The student's vocabulary is varied and generally correct , with some idiomatic expressions ; basic grammar is accurate , though some errors occur with complex grammar . Register and style are generally appropriate to the task.
7–8	The student's intonation and fluency contribute effectively to communication. The student's vocabulary is varied, appropriate and idiomatic . The student uses basic and complex grammar with a good degree of accuracy . Register and style are effective and appropriate to the task.

Notes

- Intonation: clarity must be considered here, rather than issues of accent.
- Fluency: this refers to the student's ability to maintain a flow in linking words and phrases, similar to that of a native speaker.
- Register: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

Criterion C: Writing—message and organization

Maximum: 8

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- respond to the topic in a sophisticated manner and develop ideas
- use a format and structure appropriate to the task to organize the work?

Tasks used to assess criteria C and D often include letter writing, critical reviews, news articles, editorials, essays, creative writing, and so on. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information at a superficial level ; ideas may be irrelevant and/or frequently repetitive ; opinions have little or no relevant support . The student shows little depth in understanding of the topic. There are lapses in structure and these interfere with the development of ideas.
3–4	The student communicates basic information easily but has difficulty with more-complex information ; ideas are not always relevant and/or opinions are insufficiently supported . The student shows some depth in understanding of the topic, though some of the message remains superficial . The structure is mostly appropriate : there are some lapses but these do not interfere with the development of ideas.
5–6	The student communicates most information with ease , though there may be some difficulty with complex information ; ideas and opinions are relevant and generally supported . The student shows satisfactory depth in understanding of the topic. There is an appropriate structure and the student makes good use of cohesive devices .
7–8	The student communicates complex information ; ideas and opinions are relevant, focused and supported by examples and illustrations where appropriate. The student shows a sophisticated, in-depth understanding of the topic. The structure is clear and effective and adds to the message being conveyed; cohesive devices enhance the development of ideas.

Notes

- Structure: this refers to the format or pattern of the piece of writing. For example, this may involve an introduction, development and conclusion as in some types of formal essay.
- Cohesive devices: this refers to the grammatical and/or lexical items that link the different elements of a text.
- Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks.

Criterion D: Writing—style and language use

Maximum: 8

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- correctly use a range of vocabulary and idiom
- correctly use a range of grammatical structures and syntax
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

Tasks used to assess criteria C and D often include letter writing, critical reviews, news articles, editorials, essays, creative writing, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student shows little variety in vocabulary and idiom; grammar is often inaccurate or inappropriate, though this does not affect comprehensibility.</p> <p>There are some errors in spelling/writing that occasionally interfere with communication.</p> <p>There is an attempt at addressing audience. However, register and/or style are often inconsistent and/or inappropriate.</p>
3–4	<p>The student's choice of vocabulary is varied though sometimes inappropriate for the context; some errors occur in basic and complex grammar, though these do not affect comprehensibility.</p> <p>There are occasional errors in spelling/writing, but these do not interfere with communication.</p> <p>There is a good attempt at addressing audience. However, register and/or style are sometimes inconsistent and/or inappropriate.</p>
5–6	<p>The student's choice of vocabulary is varied and appropriate with some idiomatic expressions. Basic grammar is accurate; although some errors occur in complex grammar, these do not affect comprehensibility.</p> <p>Spelling/writing contributes to the quality of the work.</p> <p>There is a clear sense of audience; register and style are appropriate to the task.</p>
7–8	<p>The student's choice of vocabulary is varied, sophisticated and idiomatic. The student uses complex grammar that adds to the style of the text; he/she shows the ability to manipulate the language.</p> <p>Spelling/writing contributes to the quality of the work.</p> <p>There is a clear sense of audience; register and style are effective. The student may be creative with the language, or show humour or irony when appropriate to the task.</p>

Notes

- The importance attached to the assessment of spelling and/or writing will vary from language to language. For example, the techniques of writing will be particularly important in languages such as Chinese or Japanese, whereas spelling will take on greater importance in English or Russian.
- “Sense of audience” is linked to “register”: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

Criterion E: Text interpretation

Maximum: 16

(8 x 2)

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions, infer information and recognize implied opinions and attitudes
- interpret aspects of style?

Tasks used to assess criterion E often include letters, advertisements, magazine and newspaper articles, short stories, extracts from literary texts, poetry, and so on. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows understanding of basic information stated in texts with familiar and unfamiliar language . The student identifies main ideas but has some difficulty in understanding supporting details. The student makes simple inferences that are rarely supported . The student shows a superficial understanding of the text(s) overall .
3–4	The student shows understanding of stated and implied information, main ideas and some supporting details in texts with familiar and unfamiliar language and/or complex ideas . The student makes inferences that are insufficiently supported and shows difficulty in identifying aspects of style . The student shows general understanding of the text(s) .
5–6	The student shows understanding of stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas . The student makes inferences that are supported with details from the text and can identify some aspects of style . The student shows a good understanding of most of the text(s) .
7–8	The student shows understanding of stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language , and/or complex ideas and subtleties . The student makes inferences that are convincingly supported with details from the text and can interpret aspects of style . The student shows a perceptive understanding of the text(s) overall .

Notes

- Please note that the **final** level for criterion E should be multiplied by **two** in order to give equal weighting to comprehension and expressive skills overall. However, this should **only** be done when determining the final grade (see the “Determining the final grade” section for further information).
- Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions **must** pertain to the descriptors.
- Although multiple-choice questions may be appropriate in addressing the lower levels of criterion E, they are not recommended for addressing the higher levels: open-ended questions are more effective in allowing students to demonstrate all the skills listed in the higher bands.
- Student responses in the target language should not be penalized for language errors.

Determining the final grade

This section explains the process by which a student's overall achievement level (in terms of the assessment criteria) is converted to a single grade.

1. Collecting the information

Teachers will use assessment tasks to make judgments of their students' performance against the assessment criteria at intervals during the final year in the subject. Many of the assessment tasks will allow judgments of levels to be made with regard to more than one criterion.

For the purposes of final assessment, teachers **must** ensure that, for each student, they make **several judgments against each criterion**. This can be achieved by using some kinds of assessment task more than once, or by incorporating other types of assessment activity. Language B has **five** criteria and so **at least ten** judgments (two per criterion) must be made for each student in the final year for the purposes of final assessment. However, as more-complex tasks will allow students to be assessed against several criteria, final assessment may rest on a limited number of tasks.

Important: If more than one teacher is involved in one subject for a single year group, the school must ensure **internal standardization** is used to provide a common system for the application of the assessment criteria to each student. In joint assessment, internal standardization is best achieved by:

- the use of common assessment tasks
- shared assessment between the teachers
- regular contact between the teachers.

In certain schools, students may be grouped according to ability within the same subject. In such cases, the teachers' final assessment of student performance across all groups must be based on a **consistent application of the assessment criteria to all students**. A different standard should not be applied to different groups.

2. Making a final judgment for each criterion

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the **single most appropriate level for each criterion**. Where the judgments for a criterion differ for specific assessment tasks, the teacher must decide which level best represents the student's final standard of achievement.

Please note that in language B, when the teacher determines the single most appropriate level for criterion E, it will be on a scale of 1–8, as per the criterion rubric. **This is the stage** where the level for criterion E should be **multiplied by two** in order to give equal weighting to comprehension and expressive skills overall.

Important: Teachers should not average the levels gained in year 5 for any given criterion. Students can develop academically right up to the end of the programme, and teachers must make a professional judgment (that is also supported by work completed) as to which level best corresponds to a student's general level of performance for each of the criteria towards the end of the programme.

3. Determining the final criterion levels total

The final levels for each criterion must then be added together to give a **final criterion levels total** for language B for each student. In language B foundation, standard and advanced, students have the opportunity to gain a maximum level of 8 for criteria A, B, C and D, and a maximum level of 16 for criterion E due to the doubling of this criterion (as per step 2) to ensure correct weighting of skills. Therefore the maximum final criterion levels total for language B will be 48. The final criterion levels total is the total that will be submitted to the IB via IBIS (IB information system) for those schools that have registered students to receive IB-validated grades.

4. Determining the final grade for language B

Grade boundaries must be applied to the criterion levels totals to decide the final grade for each student.

Please see the *MYP coordinator's handbook* for the table of grade boundaries for language B.

All MYP subjects receive final grades in the range from 1 (lowest) to 7 (highest) on the IB record of achievement, where students have been registered for IB-validated grades. The general MYP grade descriptors describe the achievement required for the award of the subject grade. After using the conversion table to determine a student's final language B grade, teachers should check the general grade descriptor table to ensure that the description equally reflects the student's achievement.

Schools requiring **IB-validated grades** are required to use **only** the published MYP subject-specific criteria as a basis for the final results that they submit to the IB (both for moderation and as final assessment for certification).

Other schools (those not requiring IB-validated grades) will use the published criteria together with any additional criteria that they have developed independently, and report internally to students and parents. These schools may decide on their own grade boundaries (if using published and additional criteria), or use the boundaries published by the IB.

Language B: Moderation

The following details apply **only** to schools that request **IB-validated grades**.

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students' own teachers (or by the supervisors in the case of the personal project). The IB moderation procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to the IB **must** be assessed using the assessment criteria and achievement levels listed in this guide.

The submission date for moderation samples is likely to come some time before the end of a school's academic year. Tasks submitted for moderation are not absolutely final tasks. Schools must continue to make further assessments of students' work after moderation samples have been submitted, as these later tasks will also contribute towards the student's final criterion levels total.

For general information on moderation, please see *MYP: From principles into practice (August 2008)*, section "Moderation".

Teachers should note that there are three distinct phases to the moderation process.

- Phase 1: Submission of moderation samples
- Phase 2: Submission of criterion levels totals
- Phase 3: Award of MYP grades

Phase 1: Submission of moderation samples

Schools that request IB-validated grades for their students must register these students following the guidelines in the *MYP coordinator's handbook*. This includes students who are only eligible for the record of achievement along with those who are also eligible for the MYP certificate.

Each moderation sample must include **eight folders of students' work** with each folder representing the work of a single student. Only the work of students registered for IB-validated grades should be submitted. If there are fewer than eight students registered, the sample will therefore have fewer than eight folders. In each folder teachers must include a completed coversheet *Form F3.1*. An additional folder (the background information folder) containing descriptions of the assessment tasks and background information for each task must be supplied.

Since June 2006, schools that have had minimal adjustments to their results over a three-year period have been instructed to send only four folders of student work instead of eight in the relevant subjects. "Minimal adjustments" means differences between teachers' and moderators' totals of within plus or minus 3. This does not mean that there will be no changes to final grades, as some students' totals will still cross grade boundaries even though the differences, and therefore the moderation factors applied, are small. Schools are advised via the moderation reports whether they can send four folders the following year. The situation is monitored annually and applies only to the subjects that have been identified in the moderation reports. For further information, please see your MYP coordinator.

Prescribed minimum

The required number of judgments against each criterion for language B foundation, language B standard and language B advanced is:

- criteria A, B, C and D: one judgment each
- criterion E: two judgments.

To meet the required number of judgments against each criterion, the following pieces of work **must** be submitted in each folder.

- An audio cassette or compact disc (CD) recording of an oral activity
- One writing assignment produced under supervision in class
- Two reading comprehension exercises completed under supervision in class

Length requirements

	Language B foundation	Language B standard	Language B advanced
Oral activity	3–5 minutes	3–5 minutes	3–5 minutes
Writing assignment	150 words minimum 180 characters minimum for Chinese 300 characters minimum for Japanese	200 words minimum 240 characters minimum for Chinese 400 characters minimum for Japanese	300 words minimum 360 characters minimum for Chinese 600 characters minimum for Japanese

	Language B foundation	Language B standard	Language B advanced
Reading comprehension text (per exercise)	Approximate total of 500 words/characters	Approximate total of 750 words/characters	Approximate total of 1,000 words/characters One of the texts must be of a literary nature
	Reading comprehension texts used must also be of a difficulty appropriate to the designated level.		

Important notes

- In the moderation sample, teachers' assessments of students' work must be based entirely on the criteria published in this guide.
- Teachers should ensure that the correct number of judgments is recorded for each criterion on the coversheet *Form F3.1*. The reverse of coversheet *Form F3.1* may contain information on extenuating circumstances for individual students if it is not already contained in the background information.
- Teachers should include the same tasks for all students in the sample wherever possible. Where the students have completed the same task, the conditions of that task should have been the same for all students (for example, opportunity or not to use dictionaries).
- It is acceptable to enclose additional pieces of students' work (including assessment tasks and background information) if these are necessary to meet the required number of judgments against each criterion.
- Tasks for final assessment and moderation must be devised to give students the opportunity to reach the highest achievement level of each criterion.
- Descriptions of the assessment tasks and background information should be compiled into a ninth folder. This should include a blank copy of the tasks with markschemes applied, as well as answer keys for the reading comprehension tasks. This information does not need to be added into each of the eight student folders. This may be submitted in the working language of the school (English, French, Spanish or Chinese) or in the language B.
- Background information should document details that may be useful to the moderators such as time allocation for an assessment task, degree of teacher support, conditions under which the task was completed, preparations allowed, familiarity with topic, use of dictionaries, and so on.
- In the background information, evidence illustrating the teacher's application of the assessment criteria should also be documented such as markschemes (with a copy of the relevant worksheet, test paper, and so on), comments on student work, and descriptions of the ways the assessment tasks were presented to the students.
- Anything in the moderation sample that differs from the stated requirements should be explained in the background information.
- Student work submitted should reflect the types of assessment tasks used later in the year by the teacher for final assessment; ideally there should be a range of assessment tasks.
- Where possible, original student work should be submitted rather than photocopies. In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IB, students and schools are deemed to be granting the IB a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator's handbook*, sections F1 and F3 for further information on how this work may be used and section F4 for the *Student claim of exclusive copyright* form if needed.

- If teachers and students use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

Important notes for the oral activity

- The student should be clearly identified on the audio cassette tape or CD at the beginning of the recording, and the tape or CD should be clearly labelled.
- The recording sent for moderation should be 3–5 minutes long and be one continuous recording of one task, or part thereof (for example, five one-minute dialogues are not appropriate for moderation). The recording should give supporting evidence to the level awarded by the teacher.
- Participants in the oral task sent for moderation should be either the teacher and student or a pair of students, to give maximum opportunity for interaction. Students should be engaged in genuine conversation about the topic. They may use notes, but they should not read from a prepared text and should not have memorized or rehearsed the conversation in advance, as genuine, spontaneous interaction must be shown.
- When a pair of students participates in an oral activity, care should be taken that different levels of proficiency in the language do not disadvantage either student.
- Group work (round-table discussions, debates, and so on) is encouraged in practice. However, it should not be submitted for moderation purposes because it is sometimes difficult for moderators to ascertain a student's actual contribution to a piece of work, or identify an individual student on audio cassette and CD.

Important notes for the writing assignment

- Writing tasks submitted for moderation should conform to minimum word requirements. This is to make sure that students are given the scope to reach the highest band of the criteria, and allows for consistency between moderation samples.
- Group work is encouraged in practice. However, it should not be submitted for moderation purposes because it is sometimes difficult for moderators to ascertain a student's actual contribution to a piece of work.
- Writing tasks sent for moderation should reflect the student's own work entirely, with no formative input from others.

Important notes for the reading comprehension exercises

- Reading comprehension texts used in tasks submitted for moderation should conform to length requirements. This is to make sure that students are given the scope to reach the highest band of the criteria, and allows for consistency between moderation samples. (A reading comprehension exercise may consist of more than one text to cover the length requirement. However, the texts must be related to constitute one exercise overall.)
- Reading passages used must be of a difficulty appropriate to the designated level; the text and questions must allow students to demonstrate the skills listed in the descriptors for criterion E.
- So that moderators can understand the teacher's award of levels, teachers should indicate which descriptor band of criterion E applies to which question as part of the markscheme.
- Texts used for a task should be "unseen", that is, students should be unfamiliar with the text used. They may have dealt with the topic in class, but will not have studied the text before completing the comprehension exercise.

- Reading comprehension exercises should be done under direct teacher supervision, including the reading of the text.
- Questions in a reading comprehension exercise should be in the target language.
- Students of language B advanced level should give their answers to a reading comprehension exercise in the target language. However, at standard and foundation levels, students should be allowed to demonstrate their comprehension in their mother tongue, or in the language of instruction of the school, if they know the answer but cannot express it in the target language when answering questions that address the higher levels of criterion E.

The *MYP coordinator's handbook* provides the coversheet *Form F3.1*, and further guidance on submitting moderation samples in each subject. The *Language B teacher support material* that complements this guide provides an example of key components of a moderation sample.

Phase 2: Submission of criterion levels totals

Phase 1 of the moderation process takes place before the end of most schools' academic year. After submitting moderation samples, teachers should continue to assess students' work until **final assessment**.

After final assessment, teachers should use the procedure described in "Determining the final grade" to arrive at a **criterion levels total** for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on **IBIS** (IB information system), and submit this to the IB.

Phase 3: Award of MYP grades

Following moderation in each subject, the IB may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

Schools will receive notification of the final grades for their students and the IB will also provide a general and a school-specific moderation report for each subject in which students were registered.

The *MYP coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject.

Language B: Monitoring of assessment

The following details apply to schools **not** requesting IB-validated grades.

Definition

Monitoring of assessment is a service available to IB World Schools offering the MYP, whereby schools can send samples of assessed student work to the IB to receive feedback from an experienced MYP assessor in the form of a report. This service is subject to a fee.

Monitoring of assessment is aimed at providing support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. It is not linked to validation of students' grades, and therefore differs from the process of external moderation. Monitoring of assessment is currently limited to assessment conducted in the final three years of the programme.

Details on registering for monitoring of assessment and fees, as well as the latest updated versions of the coversheets, are available in the *MYP coordinator's handbook*. Examples of completed coversheet *Form F4.4* are available in the *Language B teacher support material*.

Further information on monitoring of assessment can be found in the document *MYP: From principles into practice* (August 2008), in the section "Monitoring of assessment". Brief information follows here.

Purpose

There are three reasons why schools send in a monitoring of assessment sample:

1. as a requirement for the school's programme evaluation visit
2. as a pre-check before sending in samples for moderation
3. to receive guidance on a particular subject.

Choice of tasks for monitoring of assessment

For evaluation visit and general advice

Schools can decide on the types of task they wish to submit for monitoring of assessment for the evaluation visit or for general advice. However, it is recommended that the tasks listed in the "Language B: Moderation" section are considered as these tasks are designed to give an even spread over the language B assessment criteria (A, B, C, D and E).

Prior to moderation

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks in the following list **must** be included in the sample of assessed student work. These are the required minimum tasks listed in the “Language B: Moderation” section.

- An audio cassette or CD recording of an oral activity
- One writing assignment produced under supervision in class
- Two reading comprehension exercises completed under supervision in class

MYP language B frequently asked questions

General

Where do my students fit? Are they language B foundation, standard or advanced?

As most MYP schools follow all five years of the programme, and students are required to study language B in each year, most students will be either language B standard or advanced.

Students studying in an environment where the language B classroom is the only place they are exposed to the language are likely to be at language B standard level. Students at language B advanced level are likely to have access to the language outside of the language B classroom—it may be the language of instruction of the school, there may be a family background in the language, or it may be the language of the local area.

Students undertaking the language B foundation level for certification are likely to have had only the minimum experience (two years) in the MYP (due to school transfer, for example). Foundation-level certification may also be an option for IB World Schools offering the MYP through the programme flexibility option in the two years preceding the DP, where students have had no prior instruction in the language.

Is there a time requirement for a student registering for language B foundation?

There is no official time requirement for students registering for language B foundation. This is because the MYP is an inclusive programme and there may be valid reasons for a student to be registered for language B foundation even though they have been studying the language B for five years (for example, a student with a diagnosed special educational need). Reasons would be cleared with the IB and explained in the background information of a moderation sample. Please see also the “Special educational needs” section in the *MYP coordinator’s handbook*.

To be registered for MYP certification, a student must have been in the MYP for at least the final two years. If a student has been studying the language B for three years or more then it is likely they would be better served educationally if they aim for language B standard or advanced.

Are there any negative implications for a student registering for language B foundation?

If the student is aiming to undertake the DP after completing the MYP, there may be some implications. As the student would have completed two years’ study in the language B they would not be eligible to take this language at DP *ab initio* level. However, with only two years’ study in the language, they may not be prepared enough to take the language at DP language B level.

The language B foundation level for MYP certification was introduced to cater for students who have minimal language B study in the MYP due to school transfer or other valid reasons. It was considered inappropriate for these students to have to take the language B standard level for certification when they had fewer than five years’ experience in the language. However, MYP language B foundation may not be adequate preparation for a DP language B course.

What are the DP language options for students taking MYP language B?

The following chart gives examples of the most likely options for students when progressing from MYP language to DP language.

Middle Years Programme	Diploma Programme
Language B advanced	Language A2 HL, or Language A2 SL, or Language B HL
Language B standard	Language B HL, or Language B SL
Language B foundation	Language B SL, or Language <i>ab initio</i> in a language different from that studied at MYP language B foundation

How do I ensure that my students are prepared for the DP after the MYP?

The best way to do this is to obtain a copy of the DP group 2 guides and past examination papers (language A2, language B, language *ab initio*), and compare the expectations. When students leave the MYP, they should be able to meet the final objectives of the DP after two further years of study.

Can students take “taster courses” of different languages in the first three years of the MYP, and then select one of these to complete at foundation level?

No, this is not acceptable practice. Similarly, students may not study one language for two or three years and then opt for a different language to be assessed at foundation level. Language B study in the MYP should be sustained in the same language over the five years in the programme.

The foundation-level option for certification is primarily designed for students who have, for example, transferred schools and have only two years’ experience in the language, or for IB World Schools that are authorized to deliver the programme flexibility option where students undertake the MYP for the two years preceding the DP.

Can students undertake final assessment in language B foundation in year 4 of the programme, and then discontinue study of language B as part of the curriculum flexibility option?

No, this is not acceptable practice. As stated in the previous answer, the language B foundation option is primarily for students who have, for example, transferred schools part-way through the MYP, or for IB World Schools that are authorized to deliver the programme flexibility option where the students undertake the MYP for the two years preceding the DP.

However, students may undertake final assessment in language B standard or advanced in year 4 of the programme as part of the curriculum flexibility option.

(Please see the “MYP language B glossary” for further explanation of the difference between curriculum flexibility and programme flexibility.)

In what circumstances may students take the language B foundation level for certification?

If a student is new to the school at the beginning of the fourth year of the MYP with no previous language study, or has previously studied a language different from that offered by the school, he or she would be eligible to gain the MYP certificate with language B foundation as the language B subject component.

If a student with a special educational need requires an extended period of time to achieve the objectives, he or she may be eligible for this option. The school would need to follow the guidance in the “Special educational needs” section of the *MYP coordinator’s handbook* in order to organize the special arrangements for the student.

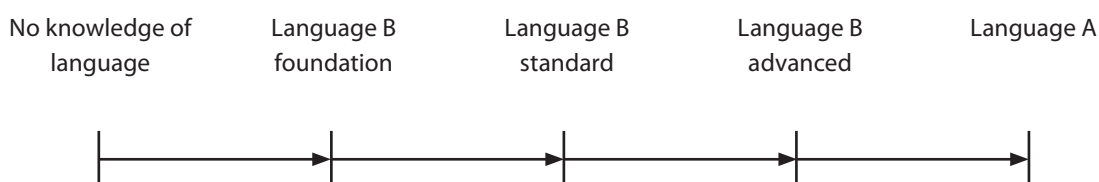
If the school is authorized to deliver the programme flexibility option in the two years preceding the DP, and the students have no previous instruction in the language B, they would be eligible to gain the MYP certificate with language B foundation as the language B subject component.

In all of the above circumstances, if students have the potential to achieve the final objectives at language B standard or advanced level then this should be aimed for, resulting in a higher standard of achievement and a broader choice of options for study post-MYP.

If you have any questions regarding which option students are eligible for, please contact the IB for further guidance.

What is the difference between language B advanced and language A?

Teachers are encouraged to see language learning as occurring on a continuum. Students begin with no knowledge of the language, and work towards the goal of language A proficiency—similar to that of a mother-tongue speaker.



Language B advanced is seen as a standard of high proficiency in a language, nearing that of language A. However, the student would still need the sort of linguistic training that occurs in a language B class.

Can I teach students at all three levels of language B in one class?

The three levels of MYP language B are for MYP certification purposes only. All students should be seen as learners of the language B and could therefore be grouped in the same class.

However, as seen in the diagram in the previous answer, if students at all levels are grouped in the same class there will be large differences in language proficiency, and a great need for differentiation on the part of the teacher. Depending on the number of students taking the language B, it is advisable to separate classes so that teachers can concentrate on the needs of students at the different levels.

Assessment

Why do the objectives and the assessment criteria not match exactly, as they do in other subject groups?

MYP language B is unique in that although all students are working towards the same objectives, they are aiming for achievement of those objectives at different stages on the language-learning continuum. Therefore the objectives have been kept simple, and the degree to which students should achieve the objectives is clarified in the assessment criteria.

Why is listening comprehension not assessed separately in MYP language B?

Listening comprehension is considered to be a vital formative exercise in learning a language. However, as students develop their language skills they should be encouraged to incorporate their listening skills into oral communication as a more-complex activity.

Do reading comprehension questions aimed at level 7–8 automatically assess skills tested at levels 3–4 and 5–6?

Not necessarily. The descriptors for each level increase in difficulty for each skill described. However, they may also add more-complex skills at the higher levels. For example, if a question for a language B standard-level reading comprehension asks a student to identify an aspect of format or style, this does not automatically assess skills at the lower levels.

How do I design a good reading comprehension task? How many questions should be in a reading comprehension task?

When designing reading comprehension tasks, teachers are advised to set questions that address the skills in the assessment criteria descriptors. For example, if a student is to show that they can identify the main idea of a text, they must answer a question that asks them to do this.

Teachers are advised to set at least two or three questions per descriptor to give students ample opportunity to demonstrate the skills described.

Please see the document *How to design a reading comprehension task* in the “Appendices” of the *Language B teacher support material* (July 2006).

In reading comprehension tasks, do I have to identify the level of difficulty for each question?

There is no written requirement in the guide that teachers must do this. However, it is very helpful for students to know which level they are aiming at when completing a reading comprehension task, and which skill(s) they are being asked to demonstrate.

If the reading comprehension is to be sent for moderation, then teachers should identify the level of difficulty for each question. This is a way of providing the markscheme for the piece of work.

MYP language B glossary

Curriculum flexibility The MYP is designed as a programme that requires schools to teach eight subject groups every year for a minimum of 50 hours of instruction per subject group each year. However, subject to approval by the regional office, the following flexibility is available in the last two years of the programme. In year 4 and/or year 5, schools may offer a course of study that does not include all eight subject groups in both years provided that:

- all eight subject groups are offered during the course of the final two years
- a minimum of six subject groups is offered in each of the final two years
- the subject groups chosen are each offered for a minimum of 50 hours of instruction each year
- the students meet the final objectives in all eight subject groups
- schools prepare samples for monitoring of assessment/moderation in all eight subject groups, according to MYP guidelines
- schools submit appropriate documentation to the regional office at the time of authorization/evaluation.

The language B foundation level for certification is not available as part of curriculum flexibility.

Interaction Assessed as part of language B criterion A. Students should be able to demonstrate language skills by interacting with others, including demonstrating the spontaneous “back and forth” of natural conversation.

Programme flexibility Where local educational structures do not allow the four- or five-year MYP to be offered on a single site, schools may be authorized to teach the programme over a shorter period provided the following conditions are met:

- the programme is at least three years in length if it is offered in isolation from the Primary Years Programme (PYP) and/or the Diploma Programme (DP)
- where the school wishes to offer the MYP as a continuation of the PYP, or immediately prior to the DP, the programme is taught over at least two consecutive years.

The programme flexibility option is authorized through the regional offices.

Register This refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation. In some languages there will be more levels of register than just “formal” and “informal”.

Style Assessed as part of language B standard and advanced criterion E, where students need to identify or interpret aspects of style. Style refers to the manner in which the author of the text has used language to suit his or her purpose or intention. This includes the author’s use of vocabulary, grammar and literary devices.

Target language	This refers to the language being studied.
Text	For the purposes of language B, a text may be written or spoken, and may or may not include graphic or pictorial information. Text types can be factual or literary and include speeches, letters, cartoons, advertisements, news reports, magazine and newspaper articles, short and long prose, and so on.
Weighting	<p>A measure of the relative importance of each assessment criterion. In MYP language B, the final weighting is:</p> <ul style="list-style-type: none">• oral communication 33% (1/3) (speaking and listening)• writing 33% (1/3)• reading comprehension 33% (1/3) (or text interpretation).



Language B teacher support material

Example interim objectives



Objectives for years 1, 3 and 5 of the Middle Years Programme

Year 5 objectives

The language B objectives for year 5 of the Middle Years Programme (MYP) are already in place and can be found in this guide. This set of **prescribed** objectives forms the basis for the **assessment criteria**, also published in the guide, which must be used in the final assessment of students' work during year 5.

Please note that in the language B guide there are three levels for certification in year 5 of the programme. The example interim objectives in this document have been written with students aiming for “language B standard” by the end of the programme in mind.

Example interim objectives

Example interim objectives for years 1 and 3 of the MYP appear in the tables that follow. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible learning experiences and assessment tasks that will allow students to work towards meeting the final objectives for year 5
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year.

Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them. Schools may choose to adopt the objectives contained in this document or develop their own.

If choosing to develop their own interim objectives, schools must start with the prescribed objectives for year 5 and modify each one by taking into account the age, prior knowledge and stage of development of students in an earlier year of the programme. Each year 5 objective will then correspond directly to a modified objective in a preceding year of the programme. **No objectives should be omitted** from an earlier year as it is vital to ensure a coherent progression of learning across all five years of the programme.

MYP units of work

Examples of possible learning experiences and assessment tasks are provided in the tables that follow. Each assessment task is intended to be integrated into a **unit of work** designed to address a central question or theme, known as the **MYP unit question**. More information about MYP units of work can be found in the section on “Planning for teaching and learning” in *MYP: From principles into practice* (August 2008).

Within each unit of work, the **context for learning**, **significant concept(s)** and **assessment tasks** are defined in relation to the MYP unit question. The areas of interaction provide the context for learning while the significant concepts refer to the underlying concepts that define the principal goal of the unit. Assessment tasks are designed to address the levels of students’ engagement with the MYP unit question and the aligned objectives.

Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop with their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction, although ATL might be the specific context on some occasions.

Some of the examples of learning experiences listed in the tables that follow have an obvious connection to one of the areas of interaction, for example, writing a letter to the editor of their local/school newspaper in which students complain about a local environmental issue. Others may not, initially, show any clear connection. However, it should be possible to integrate many different types of learning experiences into a single unit of work.

Several examples of learning experiences listed also strongly suggest the possibility of planning an interdisciplinary unit in collaboration with other subject teachers, for example, “Follow a gymnastics routine with instructions given orally.”

Learning experiences

Examples of possible learning experiences, separated into the three categories of oral communication, writing and reading, are provided in the tables that follow. They appear to be the same for each of the specified years of the programme, but differentiation is maintained by taking into account the degree of linguistic sophistication, the age-appropriate materials and the length required within each task. Linguistic sophistication and age-appropriate materials will naturally depend on the students’ current level of proficiency in the target language.

Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses. Examples of possible assessment tasks have been included in the tables that follow. Each assessment task is intended to be integrated into a unit of work and may therefore be regarded as a formative or summative assessment task depending on the MYP unit question being explored.

Table of objectives: Year 5

Objectives	Examples of possible learning experiences and assessment tasks		
	<p>ORAL COMMUNICATION</p> <p>Guideline: 3–5 minutes</p>	<p>WRITING</p> <p>Guideline minimum: 200–300 words or 240–360 characters for Chinese or 400–600 characters for Japanese</p>	<p>READING</p> <p>Guideline minimum: 750–1,000 words/characters</p>
	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • practise role-playing with scripts • learn strategies that enable them to keep conversation flowing • study models of effective oral communication • discuss what makes a good argument, presentation, discussion, debate • further develop spontaneity • practise appropriate structures, register/tone, pronunciation, intonation and vocabulary • practise self-correction • practise recording/taping with their teacher. 	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • study models of effective pieces of writing • discuss what makes a good piece of writing • study typical features in text: vocabulary, grammar/syntax and register • practise writing texts that fulfill particular requirements • practise giving written feedback to their peers • practise self-editing/proofreading • practise word processing skills • practise research skills in the target language (using printed and online media). 	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • learn about skimming, scanning, reading to identify the main ideas and reading for detail • practise drawing conclusions • learn how to infer meaning from context, prior knowledge and/or visual clues • practise using a dictionary effectively • practise reading short, medium and long texts • practise reading under time constraints • practise identifying information without needing to understand every word.
<p>1. At the end of the course, students should be able to communicate information, ideas and opinions.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • participate actively in a discussion based on a movie or an advertisement or a soap opera • read a selection of written materials on a given topic and discuss the contents with the rest of the class. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write a critique on a movie, or a magazine or newspaper article • create an advertisement for a product of their choice. 	

<p>2. At the end of the course, students should be able to demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • summarize orally a current news item taken from a television news report • discuss a topical, real-life issue and give their opinion. 		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • summarize a current news item taken from printed media • read various articles on a cultural issue and demonstrate their understanding of the different attitudes expressed by making an oral or written presentation.
<p>3. At the end of the course, students should be able to identify main ideas and supporting details and draw conclusions from spoken and written texts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • assume the role of a travel agent and determine the best possible holiday destination for a “client” (played by another student) according to the needs and wishes of the client • assume the role of a career counsellor and determine the type of job best suited to a “client” (played by another student) according to the attributes of the client. 		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • read a fable or fairy tale, look for specific information, summarize it and verbalize the moral of it • read a short story, and give an oral or written review to the class that includes the gist of the story and examples of the overarching message.
<p>4. At the end of the course, students should be able to understand and appropriately use structures and vocabulary.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • successfully argue their point of view on a specified topic • conduct a spontaneous conversation with their teacher about the rules and regulations at their school. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write a formal letter to their principal in which they express their opinion about the need for a new school uniform (using the appropriate tone and register) • write a note to their friend informing him/her of their plans for the weekend. 	
<p>5. At the end of the course, students should be able to request and provide information in both spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • act as a detective in a “murder mystery” and find out as much information on a given case as they can • act as a suspect in a “murder mystery” and provide the necessary information as requested by the detective. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write an email to an “agony aunt” describing a problem they are facing • act as an “agony aunt” and respond to an email that was sent to them. 	

<p>6. At the end of the course, students should be able to engage actively in oral production using comprehensible pronunciation and intonation.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • debate an issue with a partner • assume the role of a historical character and answer questions from a reporter from the 21st century (played by another student). 		
<p>7. At the end of the course, students should be able to take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • present their personal project to an audience and answer questions • interview world leaders (played by other students) on global issues. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write a letter to the editor of their local/school newspaper in which they complain about a local environmental issue • write a script for an international news item for television. 	

Table of objectives: Year 3

Objectives	Examples of possible learning experiences and assessment tasks		
	<p>ORAL COMMUNICATION</p> <p>Guideline: 2–3 minutes</p>	<p>WRITING</p> <p>Guideline minimum: 150–200 words or 180–240 characters for Chinese or 300–400 characters for Japanese</p>	<p>READING</p> <p>Guideline minimum: 500–750 words/characters</p>
	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • practise role-playing with scripts • learn strategies that enable them to keep conversation flowing • study models of effective oral communication • discuss what makes a good argument, presentation, discussion, debate • further develop spontaneity • practise appropriate structures, register/tone, pronunciation, intonation and vocabulary • practise self-correction • practise recording/taping with their teacher. 	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • study models of effective pieces of writing • discuss what makes a good piece of writing • study typical features in text: vocabulary, grammar/syntax and register • practise writing texts that fulfill particular requirements • practise giving written feedback to their peers • practise self-editing/proofreading • practise word processing skills • practise research skills in the target language (using printed and online media). 	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • learn about skimming, scanning, reading to identify the main ideas and reading for detail • practise drawing conclusions • learn how to infer meaning from context, prior knowledge and/or visual clues • practise using a dictionary effectively • practise reading short, medium and long texts • practise reading under time constraints • practise identifying information without needing to understand every word.
<p>1. At the end of the third year, students should be able to communicate information, ideas and opinions.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • participate in a discussion based on a movie, an advertisement or a soap opera with guidance from the teacher • read a text on a given topic and discuss it with the class. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write a summary of the plot in a movie, or magazine or newspaper article • create an advertisement for a product of their choice. 	

<p>2. At the end of the third year, students should be able to demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • summarize today's weather report • discuss a family issue and express their feelings. 		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • summarize their horoscope taken from printed media • read an article on a cultural issue and demonstrate their understanding of the different attitudes expressed by making an oral or written presentation.
<p>3. At the end of the third year, students should be able to identify main ideas and supporting details and draw conclusions from spoken and written texts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • interview a famous person (played by another student) and fill in a pre-written questionnaire • read an article in a teenage magazine and summarize the contents for their friends, as well as providing their opinions. 		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write an alternative ending to a story • write a television script based on a short story they have read.
<p>4. At the end of the third year, students should be able to understand and appropriately use structures and vocabulary.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • successfully argue their point of view on a prepared topic • take part in a guided conversation with their teacher about the rules and regulations at the school. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write a description of an item they want to sell on the World Wide Web • discuss plans for the weekend with a friend using the email or a live-chat facility on the Internet. 	
<p>5. At the end of the third year, students should be able to request and provide information in both spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • ask for directions to go back to their hotel, assuming they are lost in a foreign city • give directions to a lost tourist. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write a letter to a penfriend, requesting information on their local area as a resource for a project • write a brief report on an accident they have witnessed (real or fictional). 	
<p>6. At the end of the third year, students should be able to engage actively in oral production using comprehensible pronunciation and intonation.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • debate a familiar issue with a partner • assume the role of a historical character and answer specific questions from a reporter from the 21st century. 		

<p>7. At the end of the third year, students should be able to take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • discuss a local community concern with a partner • interview a celebrity chef from the target culture on their current TV cooking show. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write a letter to their teacher asking for permission to stage a particular fundraising event • write a short advertisement that attempts to sell food or drink from the student's culture to a country of the target language. 	
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Table of objectives: Year I

Objectives	Examples of possible learning experiences and assessment tasks		
	<p>ORAL COMMUNICATION</p> <p>Guideline: 1–2 minutes</p>	<p>WRITING</p> <p>Guideline minimum: 100–200 words or 120–180 characters for Chinese or 200–300 characters for Japanese</p>	<p>READING</p> <p>Guideline minimum: 300–600 words/characters</p>
	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • practise role-playing with scripts • learn strategies that enable them to keep conversation flowing (for example, “Excuse me?”, “Could you please repeat that?”) • study models of effective oral communication • discuss what makes a good argument, presentation, discussion, debate • develop spontaneity through simple random question and answer exercises • practise appropriate structures, register/tone, pronunciation, intonation and vocabulary • practise self-correction. 	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • study models of effective pieces of writing • discuss what makes a good piece of writing • study typical features in text: vocabulary, grammar/syntax and register • practise writing texts that fulfill particular requirements • practise giving written feedback to their peers • practise self-editing/proofreading • practise word processing skills • practise research skills in the target language (using printed and online media). 	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> • learn about skimming, scanning, reading to identify the main ideas and reading for detail • practise drawing conclusions • learn how to infer meaning from context, prior knowledge and/or visual clues • practise using a dictionary effectively • practise reading short, medium and long texts • practise reading under time constraints • practise identifying information without needing to understand every word.
<p>1. At the end of the first year, students should be able to communicate information, ideas and opinions.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • describe a member of their family to the class and answer simple questions about them • describe a picture of a person or an animal. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • write an email to a penfriend in which they describe their house, school or family • write a postcard to a friend describing their holiday. 	

<p>2. At the end of the first year students should be able to demonstrate comprehension of specific factual information and attitudes, expressed in simple spoken and written contexts where the language is familiar.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • follow a gymnastics routine with instructions given orally • draw a picture based on oral instructions. 		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • take part in a treasure hunt by following the written instructions for finding the treasure • assemble a toy from component parts by following written instructions.
<p>3. At the end of the first year students should be able to identify main ideas and supporting details with familiar language and draw conclusions from spoken and written texts where the language is familiar.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • act as a salesperson for clothes and fashion accessories, put together an outfit that the client wants and ascertain he/she is happy with his/her choice • fill in a survey on an environmental issue with a partner. 		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • read a children’s story and answer simple factual questions, identify the main idea(s) and draw conclusions • read a comic strip from a newspaper and answer simple factual questions, identify the main idea(s) and draw conclusions.
<p>4. At the end of the first year, students should be able to understand and appropriately use basic structures and vocabulary.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • act as a waiter in a restaurant by bringing the client what they ordered • participate as a candidate in a mathematics competition by answering the quiz master’s questions. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • produce a poster on healthy, nutritious eating • produce a plan of their school for visitors to an “open day”. 	
<p>5. At the end of the first year, students should be able to request and provide information in simple, familiar situations in both spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • have a telephone conversation with a travel agent (played by another student) about a school trip or exchange • plan a website for a pet shop by interviewing customers about the type of information that should be included. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • produce a travel brochure on a destination in a country where the target language is spoken • design a website for a pet shop by including the type of information that emerged during the interviews. 	
<p>6. At the end of the first year, students should be able to engage in oral production in familiar situations using comprehensible pronunciation and intonation most of the time.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • discuss hobbies and leisure activities with a friend • talk about their likes and dislikes with a friend. 		

<p>7. At the end of the first year, students should be able to take part in formal and/or informal exchanges related to the areas of interaction and to cultural and international issues with age- and topic-specific guidance.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • take part in a sponsored “talk-a-thon” in the target language as part of a fundraising event • discuss the different school environments in their own school and typical schools in a country of the target language. 	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> • produce a poster advertising a “talk-a-thon” • write a summary comparison of school environments in their own school and typical schools in a country of the target language. 	
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