



The following procedures are designed to provide Quality Assurance regarding the standards of education at our school so that they meet expected academic standards for our schools' provision of IB Mandarin. Definitions of 'core terminology' that may be used in this policy are defined and exemplified in Appendix 2.

Our school embraces the International Baccalaureate (IB) programme for Mandarin, drawn to its comprehensive and inquiry-driven educational philosophy. The programme's dedication to cultivating critical thinking, global awareness, and a comprehensive skill set harmonises with our mission to shape adaptable learners capable of excelling in an interconnected and swiftly evolving world.

It should firstly be highlighted that Christopher Whitehead Language College and Sixth Form, a state school, already follows a stringent external examination policy in order to meet JCQ requirements. This examination policy can be found here:

<https://christopherwhitehead.co.uk/wp-content/uploads/2023/01/Examinations-Policy-2022-23.pdf>

However, to further support our investment in the IB programme for Mandarin the following highlights our investment in the delivery of this programme:

Key Principles of our IB Programme for Mandarin:

Holistic Development: Our embrace of the IB programme for Mandarin is anchored in its commitment to fostering students' intellectual, emotional, and social growth. Through a comprehensive curriculum seamlessly blending academics, creativity, and service, our aim is to mould individuals who not only excel academically but also embody the skills and qualities crucial for success in diverse real-world contexts.

Global Perspective in Mandarin: The IB programme's emphasis on international mindedness aligns seamlessly with our dedication to preparing students for a globalized society, particularly in the context of Mandarin education. By immersing students in a globally recognized Mandarin curriculum, the program encourages exploration and appreciation of diverse cultures, perspectives, and global issues, fostering a global outlook that promotes empathy, open-mindedness, and a sense of responsibility as active participants in a connected world.

Inquiry-Driven Learning in Mandarin: Embracing the IB's inquiry-based learning model, we empower Mandarin-speaking students to be proactive, self-directed learners. Fostering curiosity, exploration, and critical thinking in Mandarin, this approach equips our students with the skills to analyse intricate problems and devise innovative solutions. It transcends academic success, instilling a lifelong passion for learning in the Mandarin language.

Character Cultivation in Mandarin: Extending beyond academic excellence, the Mandarin IB programme places a strong emphasis on the development of personal attributes and social skills. Students are encouraged to embody principles, demonstrate care, and reflect on their actions in the context of Mandarin language and culture, becoming individuals who positively contribute to Mandarin-speaking communities. This focus on character development aligns seamlessly with our commitment to nurturing responsible and ethically grounded citizens in a Mandarin-speaking context.

Learner Profile:

Our students, guided by the principles of the IB programme, embody the Learner Profile, a set of attributes reflecting the holistic nature of education:

Inquirers: Our students exhibit natural curiosity and a fervor for learning, posing questions, seeking answers, and enthusiastically exploring new ideas.

Knowledgeable: Grounded in a robust academic foundation, our students possess knowledge across various disciplines and understand the interconnectedness of knowledge in real-world contexts.

Thinkers: Critical thinking is paramount to our educational philosophy. Our students analyse information, assess arguments, and approach problem-solving with creativity and resourcefulness.

Communicators: Effective communication is central to our students' skills. They express themselves confidently, listen actively, and employ language as a tool for understanding and collaboration.

Principled: Ethical behaviour is ingrained in our students, who demonstrate integrity, honesty, and a strong sense of justice in all aspects of their lives.

Open-Minded: Our students embrace diversity and alternative perspectives, welcoming new ideas and appreciating the richness that arises from cultural differences.

Caring: Compassion and empathy are integral to our students' character. They actively seek to make a positive impact on others and are committed to service and social responsibility.

Risk-Takers: Our students are encouraged to step out of their comfort zones, tackle challenges, and learn from their experiences, cultivating resilience for a dynamic world.

Balanced: Recognising the importance of a balanced life, our students engage in a variety of activities promoting physical, mental, and emotional well-being.

Reflective: Self-awareness and reflection are crucial to our students' growth. They assess their strengths and areas for improvement, fostering continuous personal and academic development.

In selecting the IB programme, we aspire to create an educational environment in Mandarin that not only imparts knowledge but also nurtures the development of well-rounded, compassionate, and globally aware individuals ready to thrive in the 21st century.

1. Student rights:

These are the whole school's responsibility.

- By doing the IB in Mandarin students have the right to access a high-quality, internationally recognised education that promotes academic excellence, critical thinking, and global awareness.
- Students are encouraged to ask questions, explore ideas, and engage in inquiry-based learning to develop a deeper understanding of concepts and develop a passion for lifelong learning.
- Students have the right to learn in an environment that values and respects diverse perspectives, cultures, and backgrounds.
- Students have the right to be treated with fairness, dignity, and respect. Schools are expected to promote ethical behaviour and positive interpersonal relationships.

2. Teacher rights

These are the leadership team's responsibility, as such the school's leadership team will ensure that teachers have timely access to professional development and training provided by IB. This will ensure that teachers are able to enhance, collaborate and stay current with IB educational practices.

3. Responsibilities

Senior leaders and the IB Language Coordinator are tasked with ensuring a comprehensive understanding of academic integrity, encompassing both honesty and dishonesty, amongst staff delivering the IB. They are obligated to impartially investigate any suspected breaches of established standards.

While the ultimate responsibility for responding to identified breaches rests with the **Headteacher**, delegation of this responsibility to any senior leader within the school is permissible. It is imperative that staff consistently exemplify academic honesty and recognise its significance.

Teachers are expected to:

- Articulate academic honesty to their students, outlining the specific expectations detailed by IB.

- The Language Coordinator will reinforce the idea that the primary goal of language studies is the development of language proficiency and communication skills. They will encourage students to focus on their own language growth rather than seeking shortcuts through dishonest practices.
- IB training outlines the steps teachers should take when they suspect a violation and the process for addressing academic integrity concerns.

Students, in turn, must:

- Acknowledge their accountability for their work and understand that any violations of academic integrity will be addressed accordingly.

Parents/carers also play a crucial role in fostering honesty within their children.

- Engaging in conversations with their child about the importance of honesty, particularly in the context of academic progress, is strongly encouraged.

Librarians or media specialists in the school play a crucial role in supporting the implementation of the IB programme by:

- **Curating resources:** The school librarians are responsible for curating a diverse and relevant collection of resources, including books, digital media, and other educational materials, which will support the IB curriculum.
- **Information Literacy:** Librarians help students develop information literacy skills, teaching them how to locate, evaluate, and use information effectively. This is particularly important in the context of IB's emphasis on inquiry-based learning.
- Importantly, Librarians will liaise with the school's IB coordinator to ensure that citation of sources used, especially electronic, are done so accurately by students and are inline with Harvard referencing requirements, the school's preferred referencing format. (Please Appendix 1 for examples)

4. **Use of Technology by students:**

The Language Coordinator will address the responsible use of technology, particularly in the context of language learning.

The Language Coordinator will also remind students of the importance of using online resources ethically and of the potential consequences of using online translation tools inappropriately.

See JCQ guidance on plagiarism and use of AI in assessments in the linked documents in sections 5 & 7 below.

5. **Plagiarism and Proper Citation:**

Teachers will define plagiarism explicitly, emphasising that it includes copying text directly from sources without proper citation. Whether deliberate or inadvertent, plagiarism is unequivocally forbidden. It involves presenting ideas, words, data, or work from another individual as one's own without appropriate acknowledgment. This encompasses actions such as copying and pasting content from external sources, paraphrasing without proper citation, and utilising someone else's work without obtaining permission. The IB Language Coordinator will teach students on the importance of acknowledging sources in both written and oral assignments, including proper citation formats for Mandarin.

For information: Please note that we are a school which is also bound by JCQ and therefore already adhere fully to the following documents:

[Plagiarism-in-Assessments.pdf](#)

[Malpractice_Sep23_FINAL.pdf](#)

[JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf](#)

6. Authenticity of Work:

The Language Coordinator will emphasise to students the importance of submitting original work in Mandarin, whether it be written assignments, oral presentations, or other assessments.

The Language Coordinators will clearly outline the consequences of submitting work that is not authentic or is completed by someone other than the student. *See section 15 of Christopher Whitehead's Assessment Policy submitted to IB for details re: how breaches will be processed.*

7. The use of AI:

The use of AI is being explored in Education, but its application raises concerns regarding the core tenet of academic honesty. Although AI holds potential benefits for learning, its inappropriate use in completing assessed assignments challenges the principles of academic integrity. Suspicions of students employing AI in their submissions will be treated akin to plagiarism and subject to thorough investigation.

8. Collaboration and Group Work:

Unless directed otherwise by the teacher, students are required to independently complete their individual assignments.

Teachers will provide guidelines on collaboration and group work, specifying when collaboration is allowed and to what extent.

There will be an emphasis on the following: while collaboration is encouraged, individual contributions must be clearly identified, and students should not rely on others to complete their assignments. *See section 15 of the Assessment Policy for further details of breaches and how they will be processed.*

9. Consequences of unethical practice by teachers of IB:

It's essential for teachers to adhere to the IB code of conduct, ethical guidelines, and policies established by Christopher Whitehead Language College and Sixth Form. Maintaining the highest standards of professionalism and integrity not only ensures compliance with IB principles but also contributes to a positive learning environment for students. Teachers should therefore be familiar with their school's policies, the IB code of ethics, and any specific guidelines related to professional conduct.

10. Examinations and Assessments:

Throughout examinations and assessments, students are required to adhere to the rules and guidelines provided to them. This means refraining from any form of dishonest behaviour, such as utilising unauthorised materials, engaging in communication with others, or accessing prohibited resources. Students are expected to rely solely on their own knowledge and comprehension when completing assessments, unless expressly permitted by the Language Coordinator delivering the programme and in line with IB requirements.

The school's examination policy can be found here:

<https://christopherwhitehead.co.uk/wp-content/uploads/2023/01/Examinations-Policy-2022-23.pdf>

11. Assessment Integrity (School):

- The Language Coordinator will clearly outline the expectations for assessments, including both formative and summative assessments in line with IB requirements.

- The Language Coordinator will communicate to students the consequences of cheating or attempting to manipulate assessments and will make it clear that any breach of integrity will result in appropriate consequences.
Please also see the school IB Assessment Policy for Mandarin which details further information re: breaching academic integrity.
- Student rights in the context of suspected breaches of academic integrity will follow these general principles:
 - A) Students will have the right to a due process, which will include a fair and impartial investigation into the suspected breach. This may involve being informed of the allegations, having an opportunity to present their side of the story, and being treated with fairness throughout the process.
 - B) Students have the right to expect that the details of the investigation will be kept confidential to the extent possible, in accordance with privacy laws and school policies.
 - C) Students will be informed of the specific allegations against them and have access to any evidence or information that is relevant to the case.
 - D) Students will have the right to appeal the findings or consequences of the investigation if they believe that there were errors or unfair treatment during the process. The school has a clear existing appeals policy and will apply this to the IB context for the purposes of the Mandarin IB standalone qualification:
<https://christopherwhitehead.co.uk/wp-content/uploads/2023/01/Examinations-Internal-Appeals-policy-2022-23.pdf>
 - E) Students will have the right to have a parent, peer or teacher present in any discussion of a problem or incident, particularly if the consequences are especially serious.

12. Reporting, recording, and monitoring violations (school & IB recommendations):

School staff will encourage a culture of honesty and responsibility, where students and teachers feel comfortable reporting instances of academic misconduct.

- If a violation is suspected or identified; students, teachers, or other stakeholders are encouraged to report the incident to school administrators, such as the IB Language coordinator or the school's examination officer.
- They will need to provide a detailed account of the alleged violation, including specific incidents, evidence, and any relevant information. This documentation may be crucial during the investigation process.
- To ensure consistency and fairness when mistakes are made, the school acknowledges IB's recommendation that the school keeps central records of each situation and the consequences in formal assessment situations; while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel if serious enough, central records will help ensure consistency, and may also highlight general trends or problems with particular students.

13. Academic Consequences (school):

- The Exams Officer / Language Coordinator will define the consequences of academic integrity violations, which may include, but are not limited to resubmission of work, loss of credit for the assignment, or more severe consequences based on the severity of the violation.
- Based on the findings of the investigation, the school will decide on appropriate consequences of the violation and impose them, as necessary.

- The school may implement disciplinary measures, such as warnings, probation, or other consequences outlined in the school's code of conduct.
- It is also important for students to be informed that, when informed, IB may choose to conduct its own investigation into the incident, and the consequences may extend beyond our school actions.
- In severe cases, students may face disqualification from the Mandarin IB Diploma Programme, which could have significant implications for their academic future.
- For consequences regarding any incidents relating to academic integrity the schools will always refer to the IB Academic Integrity Policy (Mar 2023) Appendix 2- Student Academic Misconduct pg. 31 to 44. See details below too.

14. Consequences of Malpractice (School)

14.1 Once it is suspected that a student has presented a piece of work that is not authentic, the following actions will be instigated:

- the member of SLT with oversight of the MEP will be informed.
- an investigation into the authenticity of the work will be conducted by either the member of SLT or the HoD

14.2 Should the investigation show that the work is not authentic, parents will be informed and the work will be subject to the rules of the IB. It is the member of SLT's duty to report suspected instances of student academic misconduct to the IB.

14.3 Where a piece of work has been correctly referenced, but the amount of others work is considered excessive, the student will be asked to re-submit the work.

The IB policies, procedure and consequences of misconduct are outlined below.

15: Good practice (recommendations for students from IB)

IB advises the school to make sure that information students have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.

Students should cite sources so that readers can find them; if students cannot state the origin of the source it is probably better for them not to use it.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination.

For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme.

Be aware that a breach of IB regulations will have serious consequences. Investigation of student academic misconduct cases (IB Policies and Procedures) (excerpt from IB Academic Integrity Publication)

16. IB Rights of students suspected of a breach of academic integrity

Students have a right to schedule a meeting or conference with their IB teacher, the Headteacher, and/or the Mandarin Course Coordinator concerning their academic integrity or to discuss any complaints. Students will receive written documentation of any academic malpractice allegations from the Course coordinator consistent with due process. Student and parent complaints will be addressed individually in a timely manner according to established school policies and procedures.

17. IB Procedures for dealing with policy breaches by students.

Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers and whistle-blowers or are identified by the IB, such as through samples of work or review of responses to examination papers.

Cases identified by the school Incidents related to coursework When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy, provided it specifies if resubmissions are permitted.

However, the school should not submit to the IB a piece of work that does not meet the expectations regarding academic integrity.

A school should also not submit work with a mark of zero in the relevant component.

If a final piece of work has plagiarised content or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.

Incidents related to examinations IB World Schools must follow all instructions for the conduct of examinations as detailed in The conduct of IB Middle Years Programme on-screen examinations and the relevant session version of Conduct of examinations booklet and ensure that invigilators and students understand the rules.

All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.

Students must not take any unauthorised materials into the examination room and must follow invigilator instructions.

A student found in possession of unauthorised materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.

If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident.

Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students.

The student's examination script should be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

18. Consequences of student academic malpractice / misconduct (by IB)

If it is established that there is evidence to suspect a student of academic misconduct, the school will conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case.

The school is aware that if it fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred.

If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct will be invited to present a written statement that addresses the suspicion of academic misconduct.

If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.

Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee.

If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager.

Unprecedented and extraordinary cases will be referred to the Final Award Committee.

If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned.

The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices.

If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process.

If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.

19. Student sanctions and use of Penalty matrices by IB

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components.

IB may investigate issues which could be considered academic misconduct even if they are not listed in

this document.

During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the penalty matrix.

When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach. Using the matrix of penalties The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct.

For example:

If a student plagiarises less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty.

If they plagiarise more than 51 words then a level 3—no grade—penalty will be applied.

20. IB regulations re: remedial action i.e. Retaking examinations or resubmitting coursework

IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalised for academic misconduct:

- retake in six months, depending on subject availability.
- retake in 12 months.
- in exceptional circumstances there would be no retake allowed and Mandarin IB at SL or HL would not be awarded.

Review and Revision:

School leaders will establish a periodic review process for the academic integrity policy, ensuring that it remains aligned with IB guidelines and reflects the evolving needs of the language programme. This policy will be communicated clearly to students, parents, and department members, and it will be an integral part of the school's overall academic integrity framework. Regular discussions about academic integrity and ethical language learning will be promoted within the Mandarin language learning community.

Appendix 1:

Harvard referencing, also known as the author-date system, is a citation style which is to be used for IB purposes at the school. In Harvard referencing, the in-text citations include the author's last name and the year of publication, and a full reference list is provided at the end of the document.

Examples of Harvard references for books, journal articles, and websites are as follows:

Book Referencing:

In-text citation: (Smith, 2010)

Reference Entry: Smith, J. (2010). *The Art of Referencing* Cambridge University Press.

Journal Referencing

In-text citation:

(Jones, 2018)

Reference Entry: Jones, A. (2018). The Impact of Climate Change on Biodiversity. *Environmental Studies* 15(3), 123-145. <https://doi.org/xxx>

Website Referencing

In-text citation: (World Health Organisation, 2021)

Reference entry: World Health Organisation. (2021). COVID-19 Guidelines <https://www.who.int/covid-19/guidelines>

Appendix 2:

For the purposes of this policy: definitions and examples of *academic honesty*, *intellectual property*, *authenticity*, *duplication of work* and *authentic authorship* are as follows:

Definition of Academic Honesty / Integrity:

Academic honesty / integrity refers to the ethical and moral framework that promotes integrity in academic work. It involves producing original work, giving credit to others for their ideas, and maintaining transparency in all scholarly endeavours.

Example: Properly citing sources in a research paper, avoiding plagiarism, and submitting one's own work without unauthorized collaboration demonstrate academic honesty.

Definition of Intellectual Property:

Intellectual Property (IP) refers to creations of the mind, such as inventions, literary and artistic works, designs, symbols, names, and images used in commerce. It is protected by law through patents, copyrights, trademarks, and trade secrets.

Example: A researcher publishing a scientific paper may own the intellectual property rights to their original findings, and these rights can be legally protected to prevent unauthorized use.

Definition of Authenticity:

Authenticity in academic work signifies the quality of being genuine, original, and true to oneself. It involves presenting ideas, information, and work in a truthful and reliable manner.

Example: A student's essay that reflects their own thoughts and ideas, expressed in their unique writing style, is an example of authenticity.

Definition of Duplication of work:

Duplication of work occurs when an individual submits the same or substantially similar work for credit in multiple contexts without proper acknowledgment or authorisation.

Example: Submitting a term paper previously submitted in another course, without the knowledge or consent of the instructors, is an instance of duplication of work.

Definition of Authentic Ownership

Definition of Authentic Ownership

Authentic authorship involves clearly attributing creative or scholarly work to its rightful creator, giving credit where it is due, and avoiding misrepresentation of authorship.

Example: A collaborative project where each contributor is acknowledged for their specific contributions ensures authentic authorship, preventing misattribution of work.

Appendix 3: Frequent Q&A

Frequently asked questions re: IB Language Programme are in the '*Language B teacher support material*' document on p28 and below:

General Q& A for Teachers, Parents and Students

For which DP language course should a student be registered?

The document Guidance for studies in language and literature and language acquisition courses provides information about DP language courses that can help in placing a student into the appropriate language course.

Students who are already able to read, analyse and respond to complex literary and non-literary texts in a given language must be placed in a studies in language and literature course for that language.

If a student can already communicate successfully in the language on a range of topics in a variety of familiar and unfamiliar contexts, then a DP language A course (studies in language and literature) must be considered the appropriate placement.

The language ab initio and language B courses are language acquisition courses that are designed to provide students with the opportunity to develop in a language in addition to their home/personal/ best language(s).

They are not designed for students entering the course who already have the ability to communicate confidently and proficiently in that specific language. Language ab initio is designed for students with no prior experience of the target language, or for those students with very limited previous exposure.

Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills. Providing a language B student with an appropriate degree of challenge is the primary consideration for placement into either language B SL or language B HL: however, student and school context may also factor into the decision for a specific student.

Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts; during the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and interactive skills.

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language.

During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive and interactive skills.

How much time should be spent on teaching the themes, and to what depth/level of detail?

Within the prescribed themes, it is up to the teacher to determine both the length of time spent on any particular topic and the degree of depth. Student interest and familiarity, as well as availability of resources, are among the factors that may be considered when making these decisions.

Teachers are reminded that the five themes are to be addressed equally over the two years of the course. Some examples of how to structure the course around these themes are contained in the “Practicalities” section of this document. Frequently asked questions Language B teacher support material 29

Regardless of the structure of the course, it should be noted that the prescribed themes, and the topics that the teacher has selected for each theme, should be addressed within the context of the target culture(s), and the conceptual understandings that are required for effective communication must be taken into account.

In the event that more than one teacher at a school is teaching the same language B course, the structure selected should be consistent so that in the event that teachers do not “loop” with the students (teaching the same group in both years 1 and 2), the students will have studied each theme by the end of year 2.

Is there a prescribed textbook for language B?

No, it is the teacher’s responsibility to ensure that any texts or resources are suitable for the course of study and allow students to achieve the aims of the language B course. It is expected that the instructional resources used will be current, accurate and take into consideration the IB mission of intercultural understanding and respect.

How much grammar should be taught in class?

Teaching grammar should not be an aim in itself. In order for the students to achieve the objectives as stated in the curriculum, and be able to demonstrate proficiency of the assessment criteria, grammar should always be taught in context.

Can a work or resource in translation be used?

No, all resources and literary works must have been originally written in the target language and must reflect a culture where the target language is spoken.

Can the IB produce a list of suggested literary works that can be studied in the language B HL course?

Because we cannot fully know the school or student or community context, the IB cannot determine the appropriateness of a given text for any specific student or group of students. Thus, it remains the responsibility of the teacher to take these into consideration along with the requirements and guidance published in the Language B guide (first exams 2020) in determining the appropriateness of the literary works used for language B HL. Teachers can join the community of educators on the My IB DP language

B pages to share suggestions of literary works with which they have had success with their students in their school context.

Can two works of the same literary form (for example, two novels) be used as the literary works studied for the course?

The literary works studied over the two years of the language B HL course must be different works, but do not have to be from different literary forms. Two different novels may be studied, two different plays may be studied, two different collections of poetry may be studied, etc. If using two different collections of short stories (approximately 7–10 each), it is important that these be distinct sets and that no short story appears in both sets. If using two different collections of poetry (approximately 15–20 poems or 600 lines) it is important that these be distinct sets and that no poem appears in both sets.

Does language B have a prescribed author list?

There is no prescribed author list for language B. However, care must be taken to ensure that the same author is not being studied for language A. The Language A: language and literature guide (first assessment 2021) expressly prohibits a language A: language and literature candidate from studying an author which the candidate is studying as part of a language B course. Can a work that a student has read in language A (in translation) be chosen for the extended essay in language B (original version)? No, the literary work studied in translation in language A cannot be used for the language B extended essay (EE) in category 3 (literature). Teachers should refer to the “Language acquisition, including classical Frequently asked questions 30 Language B teacher support material languages” section of the Extended essay guide for complete details on the EE in language acquisition courses. Must a language B category 3 extended essay be a literary critical analysis?

A language B category 3 extended essay is an analysis of a literary nature, based on a specific work or works of literature, written exclusively in the target language of the course. Literary criticism is not one of the objectives of the language B course. The intent of undertaking of a category 3 extended essay is to gain a greater or more in-depth understanding of the target language and culture from a literary angle.

Teachers and students must refer to the Extended essay guide (first assessment 2018) for full details and requirements.

Can students read a translated literary work in language A and the same book in the original version in language B?

No, this is not allowed.

How many short stories qualify as one literary work?

Approximately 7–10 short stories could be considered appropriate. It should be kept in mind that this is a language acquisition course and therefore the length and complexity of the stories should be considered when choosing exactly which and how many to study.

How many poems qualify as one literary work?

Approximately 15–20 poems/600 lines could be considered appropriate. It should be kept in mind that this is a language acquisition course and therefore the length and complexity of the poems should be considered when choosing exactly which and how many to study.

Do all poems or short stories have to be by the same author or be linked by theme?

No, this is not necessary. It is up to the teacher to determine which works will be studied, and these do not have to be linked in any way.

Can a graphic novel be studied as a literary work?

Yes, a graphic novel can be used so long as it was originally written in the target language, is reflective of a target language culture, demonstrates the characteristics of literature (complex narratives, character and plot development, etc.), contains an appropriate amount text and is of sufficient length.

Paper 1: Productive skills—writing

What is the difference between SL and HL?

For both SL and HL, candidates are given a choice of three tasks (each based on one of the five themes) and must choose one task to address. At HL, the nature of the tasks is more demanding than at SL, and the responses require both the use of more complex language and structures as well as more fully developed analysis, evaluation, synthesis and interpretation skills. This difference between SL and HL is also reflected in the assessment criteria which, at HL, take as their starting point the middle bands of the SL criteria and proceed upward from there.

Paper 2: Receptive skills

What is the difference between SL and HL?

For the listening comprehension part of paper 2, candidates will be presented with three audio passages covering topics drawn from the five themes. The length and difficulty of the passages mark the difference between SL and HL. Frequently asked questions Language B teacher support material 31

For the reading comprehension part of paper 2, candidates will receive three written passages covering topics drawn from the five themes. The length and complexity of the passages mark the difference between SL and HL.

Likewise, the responses at HL will require the use of more developed higher-order thinking skills. Both the listening and reading comprehension parts of paper 2 feature crossover texts—identical texts accompanied by course- and level-specific questions.

The third text for language ab initio is the same as the first text for language B SL and the third text for language B SL is the same as the first text for language B HL.

Why was listening comprehension added as a discretely assessed section?

Although listening comprehension had long been assessed as an interactive skill during the individual oral assessment, it was not being assessed as a purely receptive skill. It was determined very early in the curriculum review cycle that the lack of assessment of this skill was not providing a complete picture of the abilities of the language acquisition students. The addition of a discrete listening comprehension

assessment section highlights not only the importance of proficiency in this skill for everyday communicative situations but also the importance of exposing learners to the wide variety that exists in oral texts.

Internal assessment: SL

What should be done if a candidate's presentation in the individual oral is shorter than 3 minutes?

In order to adhere to the overall timing of the activity, ensure that the second part, the discussion, is longer.

What should be done if a candidate's presentation in the individual oral is longer than 4 minutes?

The teacher must have control of the timing. It is important that the individual oral complies with the timing stipulated in the guide. Should the candidate begin to exceed 4 minutes in part 1 of the oral, it is up to the teacher to interrupt and indicate that part 2 must begin.

Does a photograph have to be used as the visual stimulus for the individual oral assessment?

No, the visual stimulus may be a photo, a poster, an illustration or an advertisement providing any text that appears on the stimulus is minimal and in the target language. The candidate should not have seen the stimulus prior to the individual oral assessment.

Can more than one candidate use the same visual stimulus?

Yes, this is allowed so long as the student does not know which stimuli will be presented to them. The chart in the Language B guide (first assessment 2020) illustrates how the teacher may choose to do this.

Can the visual stimulus be given a caption?

No, the visual stimulus must simply be labelled in the target language only with the name of the theme to which it belongs.