



# Katedralskolan Skara, 003301 IB Diploma Programme



## Language Policy

### Language Philosophy:

Since language is the major medium of social communication and is tightly linked to cognitive growth it is the main tool for building our knowledge and is closely related to success in school. A major part of IB-students at Katedralskolan Skara is to acquire knowledge in a language that is not their native language. Therefore it is vital that we support every IB-student in his/her learning process and help develop these skills as far as possible.

It is also important to nurture the valuable diversity of a multilingual and multicultural environment in developing internationally minded world citizens. The development of an IB-student's mother tongue (or academic school language) can never be underestimated. Since knowledge encoded in their mother tongue can be activated as a base for further learning and since the mother tongue is crucial in the process of affirming a person's identity we must give every IB-student possibilities to continue developing his/her mother tongue (or academic school language).

As recommended by the IBO representative in the authorization process it is necessary that the staff members are confident in English and that we have native speakers among the staff who can guarantee excellent standards of the language. This is vital in all communication with the IBO, with parents, authorities and also in the national and the international marketing process. All documents concerning the IB program in Skara have to be checked by a native speaker to give credibility and authenticity to the program we are offering.



# Katedralskolan Skara, 003301

## IB Diploma Programme



### Pre-DP (year 1)

”Student Scanning”:

All students fill out a language profile form together with their tutor at their first development talk. (Appendix 1)

Based on all students’ language background we must ensure that it is possible for them to strengthen their capacity in English as well as in their mother tongue (or academic school language). For students with another mother tongue than Swedish it is also important to offer different ways for them to achieve better knowledge of Swedish, based on their previous level. This is vital when they live and study in a Swedish-speaking environment.

Possible solutions:

- Hemspråk (mother tongue classes)
- Språkintröduktion IM (pre-“Swedish ab initio” classes)
- SVA (Swedish as a second language classes)

In Pre-DP most national courses are studied in English to prepare for the two DP years.

However, Swedish can always be used to explain complicated concepts. It is vital that the students’ achievement of English is a gradual and ongoing process.

To strengthen their intellectual capacity it is important to present the different learning concepts in Swedish as well as English. The Swedish concepts and vocabulary can also be used in discussions and collaboration with students from the Swedish national programmes at school.

In the learning process of other languages (French, German, Latin, Spanish and Swedish) however, English is not used.

We require that the students who studied another language in year 7 – 9 take that language in the Pre-DP too (course 3 in the Swedish system). This will give them extra merit points for applying to Swedish Universities.

According to the IBO all approved reference systems can be used. Different systems should be presented to the students so they can feel confident about the one they choose. This is a good way to prepare them for university studies, since they will most probably meet a range of different reference possibilities there.



# Katedralskolan Skara, 003301

## IB Diploma Programme



### DP1 and 2 (year 2 and 3)

Since we teach the English version of the IB Programme, English should be used in all contexts with the exception of some courses in group 1 and 2.

Everyday communication between staff and students is also held in English. If the student so wishes, deeply personal matters can be discussed in Swedish.

### Group 1

All students should be encouraged to study a group 1 course in their mother tongue (or academic school language). For most of our students that will be Swedish A. For those students who have another mother tongue than Swedish we offer self-taught language A.

Depending on their knowledge of Swedish and/or English they are scheduled to follow the regular course Swedish A or English A to learn and practise literature analysis. They will also have meetings with their supervisor to learn the procedures of the self-taught course. The school's language coordinator together with IB Head and IB DP Coordinator will look into every individual case to find the best solution. The student together with tutor, parents and language coordinator agree on this solution and sign a document. (Appendix 2)

### Group 2

We offer English B as a regular course. For students who choose to study German, French, Spanish or Swedish B they study part of their course together with national programmes to strengthen their language proficiency. They also have additional, IB- specific lessons together with their IB teacher to learn the procedures of the IB course.

Latin is offered as an extra curriculum course and the students may use this for creativity within CAS.

## Underlag för språkprofil/ Language profile

Elevens namn/ Student name: \_\_\_\_\_

Datum/ Date: \_\_\_\_\_

Modersmål/ Mother tongue: \_\_\_\_\_

Ev. andraspråk/ Second language (-s): \_\_\_\_\_

\_\_\_\_\_

Vilka språk har eleven läst i skolan?/ What languages have been studied in school?:

\_\_\_\_\_ antal år/no of years \_\_\_\_\_

\_\_\_\_\_ antal år/no of years \_\_\_\_\_

\_\_\_\_\_ antal år/no of years \_\_\_\_\_

Om annat modersmål än svenska eller engelska, vilket av dessa anser sig eleven vara mest säker på?

If other mother tongue than Swedish or English, which of these is the student most confident with?

Svenska/ Swedish

Engelska/ English

Mentor/tutor comment: \_\_\_\_\_

\_\_\_\_\_

Language Coordinator comment:

\_\_\_\_\_

\_\_\_\_\_

DP Coordinator comment:

\_\_\_\_\_

\_\_\_\_\_

## School supported self-taught (SSST) language A: literature course

### School supported self-taught option<sup>1</sup>

Where a student's mother tongue cannot be supported through a taught language A class, the school supported self-taught option is available at language A: literature SL.

The term “school supported self-taught student” is used to stress the vital role the school plays in supporting students who undertake the study of language A: literature at SL without the assistance of a teacher of that language. Even when a student is referred to as “self-taught”, the school must still provide support and assistance.

### SSST students may be:<sup>2</sup>

- placed in a language A SL class of the school's language of instruction
- offered support outside the school timetable
- offered the course as a one-year anticipated SSST course
- offered the course as a two-year course.

Whenever possible, SSST students should be given assistance with specific aspects of their studies. This may be done either in a special class for self-taught students or in a class of students preparing a taught language A. Such an arrangement is especially useful in equipping self-taught students with the information and skills necessary for carrying out the part 1 written assignment task, and for answering paper 1 and paper 2.

### Supervision for the SSST course<sup>3</sup>

Schools are encouraged to manage the course in a way that suits their particular circumstances and resources. It is crucial, however, that the school ensures that the student is supported, that the course is delivered accurately, and that all work meets the IB's standards of academic honesty.

/.../

#### Responsibilities of the school

The school should take responsibility for the following aspects of an SSST course:

- raising awareness of the self-taught course within the school
- ensuring the mother-tongue provision features prominently in the school's language policy
- selecting, hiring and/or recruiting well-qualified supervisors for the various languages
- dealing with administrative matters (IB forms, requests, and so on)

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<sup>1</sup> International Baccalaureate Organisation, *Language A: literature school supported self-taught support material - importance of mother-tongue provision*, [https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d\\_1\\_ssstx\\_tsm\\_1410\\_1\\_e&part=1&chapter=2](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_1_ssstx_tsm_1410_1_e&part=1&chapter=2), [Accessed 11 October 2018]

<sup>2</sup> International Baccalaureate Organisation, *Language A: literature school supported self-taught support material – defining support*, [https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d\\_1\\_ssstx\\_tsm\\_1410\\_1\\_e&part=1&chapter=2](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_1_ssstx_tsm_1410_1_e&part=1&chapter=2), [Accessed 11 October 2018]

<sup>3</sup> International Baccalaureate Organisation, *Language A: literature school supported self-taught support material – introduction to the SSST course*, [https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d\\_1\\_ssstx\\_tsm\\_1410\\_1\\_e&part=1&chapter=2](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_1_ssstx_tsm_1410_1_e&part=1&chapter=2), [Accessed 11 October 2018]

## Appendix 2

- communicating with the IB (if applicable, through the Diploma Programme coordinator)
- ensuring that text choices are accurate and challenging, and that they follow regulations
- providing information, guidelines and resources to students and supervisors
- providing an OCC contact person for the student and the supervisor (in case the supervisor does not have access to the OCC)
- timetabling self-taught classes (either within regular language A classes or as a separate class) and examinations (including orals)
- making budgetary requests (for resources and supervisors), unless parents are asked to pay for these services
- consulting with the students and supervisors to set up a reasonable schedule for the course of study
- following students' progress during the course of study
- ensuring that all internal and IB deadlines are met
- ensuring that all IB assessment tasks are completed, and submitted correctly and on time
- evaluating the course and its delivery on an ongoing basis
- where applicable, teaching a language A course in the school's language of instruction.

Schools that have a significant number of SSST students in a variety of languages may opt to schedule a language A class for these students, which would probably be taught in the school's language of instruction. For schools where this is not possible, alternative ways need to be found to provide students with instruction in the skills of literary analysis.

## Constructing a programme of study<sup>4</sup>

Students need to know how to choose correctly the works for their programme. All the works studied by SSST students must be chosen from either the appropriate PLA or the PLT. /.../ Students must consult their supervisor to make a correct choice of works.

The students should select works as follows:

- part 1: two translated works from the PLT
- part 2: two works from different genres from the PLA
- part 3: three works of the same genre from the PLA
- part 4: three works from the PLA.

In addition to the information given in the section “Choosing texts for a course of study”, students need to be aware that:

- students from the same school studying the same language A should have the same list of works
- students are not allowed to select the same works studied in other IB language A courses.

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<sup>4</sup> International Baccalaureate Organisation, *Language A: literature school supported self-taught support material – What do SSST students need to know?*, [https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d\\_1\\_ssstx\\_tsm\\_1410\\_1\\_e&part=1&chapter=2](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_1_ssstx_tsm_1410_1_e&part=1&chapter=2), [Accessed 11 October 2018]

## Appendix 2

### Developing skills

Students need reading skills, analytical skills, synthesis skills and productive skills.

/.../

### Preparing for assessment

SSST students must be able to complete the following assessment tasks.

<b>Assessment</b>	<b>Assessment task</b>
Paper 1	Write a formal, well-organized guided literary analysis commentary.
Paper 2	Write a formal essay comparing at least two works in response to one question.
Written assignment	Write a formal essay and personal response to the work.
Individual oral commentary	Deliver a prepared, structured and focused commentary using a formal spoken register.
Individual oral presentation	Deliver a prepared, structured and focused presentation using a formal spoken register.

In order to be successful, students will need guidance in the formulation and production of these tasks. It is strongly recommended that they should practise these assessments tasks in the self-taught language A over the duration of the two-year course. In cases where the supervisor is not a native speaker of the language, it is highly recommended that a competent teacher marks the work according to the appropriate assessment criteria and offers constructive feedback.

**Registration Form for Self-taught Language A: Literature SL**

Name of student: \_\_\_\_\_

Language: \_\_\_\_\_

I am aware of the IBO regulations concerning self-taught languages:

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Legal guardian's signature (if underage student)

Language Coordinator  
Comment and signature: \_\_\_\_\_

\_\_\_\_\_

IB DP Coordinator  
Comment and signature: \_\_\_\_\_

\_\_\_\_\_