

# GROUP TWO

## Language *Ab Initio*

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ACS (Independent) offers *Ab initio* courses in:

French  
Spanish

These courses are available as Standard Level courses (SL) only. The courses are tailored for students who:

have little or no previous experience in the language.

are taught outside the country or countries where the language is spoken.

### **Requirements**

All candidates must fulfil MOE's bilingual language policy. In order to take language *Ab initio*, they must have obtained at least a D7 grade for the GCE 'O' Level Higher Mother Tongue exam; or officially exempted from Mother Tongue Language.

### **Aims and Objectives**

The overall objective of the course is for students to achieve communicative competence in a variety of everyday situations. The learning process should be an intellectually stimulating and enlightening experience. They can:

acquire a solid foundation in the four primary language skills: listening, speaking, writing and reading

focus on those linguistic resources that can be applied immediately

show an awareness of some elements of the culture or cultures related to the language

### **Syllabus**

The syllabus comprises the following themes:

Identities  
Experiences  
Human ingenuity  
Social organisation  
Sharing the planet

### **Assessment**

#### **External Assessment (75%)**

##### *Written Production (25%)*

Two written tasks of 70–150 words each from a choice of three tasks

##### *Listening comprehension (25%)*

Comprehension exercises on three audio passages, including personal, professional and mass media texts

##### *Reading comprehension (25%)*

Comprehension exercises on three written texts, including personal, professional and mass media texts

#### **Internal Assessment (25%)**

##### *Individual Oral Exam (25%)*

Picture discussion and conversation

“The Limits of your language are the limits of your world” Ludwig Wittgenstein

# IB Diploma Programme (first exams 2020)

## Language Ab Initio - Standard Level

### Course Outline

5 Themes	Guiding principle	Prescribed topics	Possible questions
<b>Identities</b>	Explore the nature of the self and how we express who we are.	<ul style="list-style-type: none"> <li>• Personal attributes</li> <li>• Personal relationships</li> <li>• Eating and drinking</li> <li>• Physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>• How do I present myself to others?</li> <li>• How do I express my identity?</li> <li>• How do I achieve a balanced and healthy lifestyle?</li> </ul>
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Leisure</li> <li>• Holidays</li> <li>• Festivals and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• How does travel broaden our horizons?</li> <li>• How would my life be different if I lived in another culture?</li> <li>• What are the challenges of being a teenager?</li> <li>• How are customs and traditions similar or different across cultures?</li> </ul>
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> <li>• Transport</li> <li>• Entertainment</li> <li>• Media</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• How do science and technology affect my life?</li> <li>• How do I use media in my daily life?</li> <li>• What can I learn about a culture through entertainment?</li> </ul>
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> <li>• Neighbourhood</li> <li>• Education</li> <li>• The workplace</li> <li>• Social issues</li> </ul>	<ul style="list-style-type: none"> <li>• What purpose do rules and regulations have in society?</li> <li>• What is my role in society?</li> <li>• What options do I have in the world of work?</li> </ul>
<b>Sharing the planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> <li>• Climate</li> <li>• Physical geography</li> <li>• The environment</li> <li>• Global issues</li> </ul>	<ul style="list-style-type: none"> <li>• What can I do to help the environment?</li> <li>• How do my surroundings affect the way I live?</li> <li>• What can I do to make the world a better place?</li> </ul>

## Assessment Outline

Assessment component	Weighting
<p><b>External assessment</b></p> <p><b>Paper 1 (1 hour)</b> Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p><b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>75%</b></p> <p><b>25%</b></p> <p><b>50%</b></p> <p><b>25%</b></p> <p><b>25%</b></p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p><b>25%</b></p>

## Assignment

- Listening comprehension practice based on Audio and Video.
- Oral practice based on Video or visual stimulus.
- Reading comprehension practice based on the past year exam papers.
- Writing practice on different text types including personal and professional texts.
- Spelling exercise on common words.
- Revision on Grammar and vocabulary.