

GROUP TWO

Language *Ab Initio*

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

Spanish

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

Assessment Outline

| Assessment component | Weighting |
|---|--|
| <p>External assessment</p> <p>Paper 1 (1 hour) 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>Paper 2 (1 hour 45 minutes) 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>75%</p> <p>25%</p> <p>50%</p> <p>25%</p> <p>25%</p> |
| <p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p> | <p>25%</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.