Aims

Group 2 aims

Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course.

The aims of group 2 are to:

1. develop students’ intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students’ awareness of the role of language in relation to other areas of knowledge
5. develop students’ awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Language ab initio aims

The aims of the language ab initio course reflect those of group 2 listed above but are to be defined within the parameters of the language ab initio syllabus. The range of contexts, purposes, language skills and texts to be taught are listed in “Syllabus content”. The use of appropriate language and the breadth of intercultural understanding to be demonstrated are also defined within the syllabus content.
There are five assessment objectives for the language ab initio course. Students will be assessed on their ability to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation.
## Assessment objectives in practice

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Which component addresses this assessment objective?</th>
<th>How is the assessment objective addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics</td>
<td>Paper 1</td>
<td>Students respond appropriately to an authentic text.</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Students respond to the task using the appropriate conventions and register.</td>
<td></td>
</tr>
<tr>
<td>Written assignment</td>
<td>Students demonstrate an awareness of the similarities and/or differences between their own culture(s) and the target culture(s) in their chosen topic.</td>
<td></td>
</tr>
<tr>
<td>Internal assessment</td>
<td>Students respond appropriately to the questions on the written assignment.</td>
<td></td>
</tr>
<tr>
<td>1. Communicate clearly and effectively in a range of situations</td>
<td>Paper 2</td>
<td>Students respond to written tasks using appropriate language, register and format.</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Students communicate clearly and effectively in the context of their research.</td>
<td></td>
</tr>
<tr>
<td>Internal assessment</td>
<td>Students orally describe a visual stimulus, respond to questions on the stimulus and engage in a general conversation using appropriate language, register and format.</td>
<td></td>
</tr>
<tr>
<td>1. Understand and use accurately the basic structures of the language</td>
<td>Paper 1</td>
<td>Students demonstrate comprehension of written texts by responding to text-handling questions.</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Students demonstrate the ability to understand the task and respond appropriately using a variety of text types.</td>
<td></td>
</tr>
<tr>
<td>Written assignment</td>
<td>Students demonstrate comprehension of a variety of texts selected for the purpose of researching their chosen topic and use basic structures accurately.</td>
<td></td>
</tr>
<tr>
<td>Internal assessment</td>
<td>Students interact appropriately with the teacher, using a range of basic structures.</td>
<td></td>
</tr>
<tr>
<td>Assessment objective</td>
<td>Which component addresses this assessment objective?</td>
<td>How is the assessment objective addressed?</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1. Understand and use an appropriate range of vocabulary</td>
<td>Paper 1</td>
<td>Students demonstrate comprehension of written texts through responding to text-handling questions.</td>
</tr>
<tr>
<td></td>
<td>Paper 2</td>
<td>Students demonstrate the ability to use vocabulary appropriate to the topic.</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
<td>Students demonstrate comprehension of a variety of texts selected for the purpose of researching their chosen topic.</td>
</tr>
<tr>
<td></td>
<td>Internal assessment</td>
<td>Students interact appropriately with the teacher on a range of topics.</td>
</tr>
<tr>
<td>1. Use a register that is appropriate to the situation</td>
<td>Paper 2</td>
<td>Students use a register appropriate to the task.</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
<td>Students write in a register appropriate to the task.</td>
</tr>
<tr>
<td></td>
<td>Internal assessment</td>
<td>Students are able to talk with the teacher in an appropriate register.</td>
</tr>
</tbody>
</table>
Three areas of study—language, texts and themes—provide the basis of the two-year language ab initio course. These three fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

The language ab initio course is displayed above in a diagram with intercultural understanding at its heart to demonstrate both its importance and its interrelatedness within the areas of language, texts and themes. Intercultural understanding is defined as an ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and the student’s own. The student develops a greater awareness of his or her own culture(s) through learning about another. Intercultural understanding provides both the link between the three areas of the course and the lens through which they should be addressed.

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language ab initio course. The course is available at SL only; the minimum prescribed number of hours is 150.
Teachers are encouraged to find ways of delivering the course that are most relevant to their students’ interests and needs. The language ab initio course uses a balance between teacher-centred and learner-centred approaches to language learning (as defined in “Nature of the subject”). Teachers have the freedom to construct their own course of study and schemes of work based on textbooks and authentic materials. Authentic texts are considered to be those that were originally produced for users of the target language, although for the purposes of a language ab initio course they may have been edited or simplified. Whenever possible the use of textbooks should be supplemented by a variety of materials (for example, authentic texts, songs, pictures, films, poems).

The approach to teaching the subject matter is both cyclical and integrated. For example, grammatical elements should be integrated into the communicative purpose of the lesson.

In order for students to achieve communicative competence in a variety of everyday situations they must be exposed to a range of learning techniques. Teachers are encouraged to use both independent and collaborative learning techniques: individual work, pair work, small-group work, whole-class work. Within the classroom, the use of the target language should be encouraged. Students are also strongly encouraged to seek opportunities to use and be exposed to the target language in situations away from the classroom.
Assessment outline

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External assessment</strong></td>
<td>75%</td>
</tr>
<tr>
<td>Paper 1 (1 hour 30 minutes): Receptive skills</td>
<td>30%</td>
</tr>
<tr>
<td>Understanding of four written texts. (40 marks)</td>
<td></td>
</tr>
<tr>
<td>Text-handling exercises.</td>
<td></td>
</tr>
<tr>
<td>Paper 2 (1 hour): Productive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Two compulsory writing exercises. (25 marks)</td>
<td></td>
</tr>
<tr>
<td>Section A (7 marks): <strong>One question</strong> to be answered from a <strong>choice of two</strong>.</td>
<td></td>
</tr>
<tr>
<td>Section B (18 marks): <strong>One question</strong> to be answered from a <strong>choice of three</strong>.</td>
<td></td>
</tr>
<tr>
<td>Written assignment: Receptive and productive skills</td>
<td>20%</td>
</tr>
<tr>
<td>A piece of writing, <strong>200–350 words</strong>, demonstrating intercultural understanding and written in the <strong>target language</strong>. (20 marks)</td>
<td></td>
</tr>
<tr>
<td><strong>Internal assessment (10 minutes): Interactive skills</strong></td>
<td>25%</td>
</tr>
<tr>
<td>Individual oral (25 marks)</td>
<td></td>
</tr>
<tr>
<td>Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.</td>
<td></td>
</tr>
<tr>
<td>• Part 1: Presentation of a visual stimulus (<strong>from a choice of two</strong>) by the student.</td>
<td></td>
</tr>
<tr>
<td>• Part 2: Follow-up questions on the visual stimulus.</td>
<td></td>
</tr>
<tr>
<td>• Part 3: General conversation including at least two questions on the written assignment.</td>
<td></td>
</tr>
</tbody>
</table>
External assessment

Two different methods are used to assess students.

• Detailed markschemes specific to each examination paper
• Assessment criteria

The assessment criteria are published in this guide. They are related to the assessment objectives established for the language ab initio course and the group 2 aims.

For paper 1, there are markschemes.

For paper 2, there are assessment criteria.

For the written assignment, there are assessment criteria.

Written examination papers

Two examination papers are set and marked externally—paper 1 and paper 2. They are designed to allow students to demonstrate their competencies in relation to the language ab initio assessment objectives. Paper 1 assesses receptive skills and paper 2 assesses productive skills.

Use of dictionaries and reference material

In papers 1 and 2 the use of dictionaries and reference material is not permitted. Students are allowed to use dictionaries and reference material for the written assignment.

Word count

**Paper 2, section A:** Students are required to write a minimum of 50 words (60 Mandarin characters or 100 Japanese characters).

**Paper 2, section B:** Students are required to write a minimum of 100 words (120 Mandarin characters or 200 Japanese characters).

**Written assignment:** Students are required to produce an assignment of 200-350 words. Work which falls significantly beneath the stated word count is unlikely to fully meet the stated requirements of the task and is likely to receive low marks. If the word limit is exceeded, the assessment will be based on the first 350 words.

The three externally assessed components (paper 1, paper 2 and the written assignment) combine to give 75% of the assessment total.

**Note:** All responses must be in the target language.
External assessment details

**Paper 1: Receptive skills**

Duration: 1 hour 30 minutes

Weighting: 30%

Paper 1 is externally set and externally assessed. The aim of this text-handling paper is to assess, through a variety of exercises, the student's ability to read and understand a range of authentic texts. These texts may have been adapted. The text booklet consists of four texts, and the question and answer booklet contains up to 40 text-handling exercises.

All three themes are represented (see "Syllabus content"). There is a variety of types of texts at a range of levels, with the penultimate text (text C) being the most difficult. For language ab initio courses with vocabulary lists provided, the texts in paper 1 will contain some vocabulary that does not appear in the language-specific syllabus. Students will not be tested on these words unless their meaning can be derived from the context.

All texts and questions are in the target language and all responses must be written in the target language. Use of dictionaries and reference material is not permitted in the examination.

Text-handling responses are assessed according to the markscheme. The maximum mark for paper 1 is 40.

Text-handling exercises

In order to complete the exercises, students will need to use a range of reading techniques such as skimming, scanning or reading for detail. They will be expected to respond to a variety of text-handling exercises, some of which require a short response, for example:

- true or false exercises
- multiple-choice questions
- short-answer questions
- table-filling exercises
- gap-filling exercises
- matching:
  - words from the text with synonyms, antonyms or definitions
  - summary sentences with different paragraphs of the text
  - two halves of one sentence
  - ideas or sequences with pictures
  - a person with a statement.

Students are also expected to:

- deduce the meaning of words from their context
- understand grammatical structures and functions in context
- be aware of the cohesive devices that give coherence to a text.
Paper 2: Productive skills

Duration: 1 hour
Weighting: 25%

Paper 2 is externally set and externally assessed using the productive skills criteria (see "External assessment criteria"). It is divided into two sections.

- **Section A: Short writing task**—Students answer one question from a choice of two.
- **Section B: Extended writing task**—Students answer one question from a choice of three.

All tasks are related to the twenty prescribed topics from the three themes, as described in "Syllabus content".

The tasks offered are varied and require students to answer using a specific text type (see table that follows).

All tasks are written in the target language and all responses must be written in the target language. Use of dictionaries and reference material is not permitted in the examination.

**Section A: Short writing task (7 marks)**
A minimum of 50 words, 60 Mandarin characters or 100 Japanese characters is required.

**Section B: Extended writing task (18 marks)**
A minimum of 100 words, 120 Mandarin characters or 200 Japanese characters is required.

The exhaustive list below shows which text types can be used by examiners in sections A and B in paper 2. New text types may be added to this list during the lifetime of this syllabus. Teachers will be informed of additional text types in Diploma Programme *Coordinator’s notes*.

<table>
<thead>
<tr>
<th>Section A</th>
<th>Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement/flyer</td>
<td>Article</td>
</tr>
<tr>
<td>Blog</td>
<td>Blog</td>
</tr>
<tr>
<td>Email</td>
<td>Brochure</td>
</tr>
<tr>
<td>Entry/post on social networking site</td>
<td>Diary</td>
</tr>
<tr>
<td>Invitation</td>
<td>Email</td>
</tr>
<tr>
<td>List</td>
<td>Entry/post on social networking site</td>
</tr>
<tr>
<td>Menu</td>
<td>Essay (where appropriate)</td>
</tr>
<tr>
<td>Message/note</td>
<td>Interview</td>
</tr>
<tr>
<td>Notice</td>
<td>Letters: formal/informal</td>
</tr>
<tr>
<td>Postcard</td>
<td>Report</td>
</tr>
<tr>
<td>Poster</td>
<td>Review</td>
</tr>
</tbody>
</table>
**Written assignment: Receptive and productive skills**

Weighting: 20%

The written assignment is the culmination of independent research that the student has carried out on one of the prescribed topics of the language ab initio course in the final year of the programme. Teachers are encouraged to guide students in selecting an appropriate topic and a suitable title for the assignment, guidance for which can be found in the teacher support material. The aim of the assignment is for students to describe the chosen topic before identifying differences and/or similarities between their own culture(s) and the target culture(s). Lastly, students are required to reflect on these differences and/or similarities by responding to a set of guiding questions. The description, comparison and reflection must be presented in the target language in one continuous piece of word processed work under three separate headings: description, comparison and reflection.

The research process is student driven and guided by teachers. There is no formal amount of time for the research process other than the stipulation that it cannot begin in the first year of the programme. Sources (any text that contributes to the research process and that will enable the student to reflect on the culture(s) studied during the course) may be found by the student or generated by the teacher or a combination of both. Sources from the classroom may be included as part of the research process, as can externally generated sources.

The written assignment is externally assessed and must be the independent work of the student. The written assignment must be **word processed in the target language** and carried out in a student’s own time with guidance from the teacher as specified in “The role of the teacher” section below. The title of the written assignment and theme from which it comes (individual and society, leisure and work, urban and rural environment) should be the choice of the student with guidance from the teacher.

During the language ab initio course, the student will become familiar with the everyday life and culture(s) of the country (or countries) in which the language is spoken. The student will thus become aware of the similarities and differences between societies and come to better appreciate the complex web of relationships that define and link us.

The student is expected to develop a knowledge and understanding of some aspects of intercultural diversity and similarity. Texts should be used as a means of exploring and reflecting on aspects of both the target language culture(s) and the student’s own culture(s).

**Objectives**

- To develop **intercultural understanding** by reflecting on differences and similarities between cultures
- To describe aspects of the target language culture(s)
- To compare aspects of the target language culture(s) with similar aspects in the student’s culture(s)
- To develop language competence.

**Requirements**

The requirements of the written assignment are as follows:
Assessment

<table>
<thead>
<tr>
<th>Length</th>
<th>Sources</th>
<th>Communicative purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>200–350 words</td>
<td>2–4 sources in the <strong>target</strong> language (additional sources in any language are <strong>optional</strong>)</td>
<td>Description, comparison and reflection</td>
</tr>
</tbody>
</table>

The written assignment should take the form of short written responses set out under three separate headings in the target language: A—description, B—comparison, C—reflection.

- **Section A**: A description of the chosen topic in relation to specific aspects of the target culture(s)
- **Section B**: A comparison of the differences and/or similarities between the chosen topic in the target culture(s) and the student’s culture(s)
- **Section C**: A reflection related to the chosen topic

The reflection must include answers to all of the following questions.

- Which aspect of your chosen topic surprised you?
- Why do you think these cultural similarities/differences exist?
- What might a person from the target culture(s) find different about your chosen topic in your culture(s)?

If the word limit is exceeded, the assessment will be based on the first 350 words.

**Formal guidelines**

- The student must submit:
  - a word processed piece of writing
  - the sources in the **target** language
  - a bibliography in standard format with references to all sources in all languages.

- Quotations can be included but **will not** be part of the overall word count. If used they must be appropriately referenced.

- Unacknowledged quotations will be investigated as potential academic misconduct.

**The role of the teacher**

It is the teacher’s responsibility to ensure that:

- the written assignment is completed during the **final** year of the course and submitted before the date stipulated by the IB
- guidance is provided to the student in his or her choice of the topic and the source material
- a copy of the assessment criteria is provided to the student
- a copy of the formal requirements below is provided to the student.
### Assessment

<table>
<thead>
<tr>
<th>Formal requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The written assignment is word processed in the target language.</td>
</tr>
<tr>
<td>• All extracts from the source material are appropriately referenced.</td>
</tr>
<tr>
<td>• The sources in the <strong>target</strong> language are included for submission with the assignment.</td>
</tr>
<tr>
<td>• A bibliography in standard format is included with references to <strong>all</strong> sources in <strong>all</strong> languages.</td>
</tr>
</tbody>
</table>
Assessment

External assessment criteria

Overview

Paper 2

Assessment criteria are used to assess paper 2, which is divided into two sections—A and B. Section A is awarded 7 marks and section B is awarded 18 marks. The combined total is 25 marks.

Section A

There are three assessment criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Language</th>
<th>3 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Message</td>
<td>3 marks</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Format</td>
<td>1 mark</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7 marks</strong></td>
</tr>
</tbody>
</table>

Section B

There are three assessment criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Language</th>
<th>8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Message</td>
<td>8 marks</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Format</td>
<td>2 marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18 marks</strong></td>
</tr>
</tbody>
</table>

Written assignment

Assessment criteria are used to assess the written assignment, which is awarded a total of 20 marks.

There are seven assessment criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Comparison</td>
<td>3 marks</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Reflection question 1</td>
<td>3 marks</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Reflection question 2</td>
<td>3 marks</td>
</tr>
<tr>
<td>Criterion E</td>
<td>Reflection question 3</td>
<td>3 marks</td>
</tr>
<tr>
<td>Criterion F</td>
<td>Language</td>
<td>4 marks</td>
</tr>
<tr>
<td>Criterion G</td>
<td>Formal requirements and register</td>
<td>2 marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20 marks</strong></td>
</tr>
</tbody>
</table>

Paper 2: Productive skills—Section A

Criterion A: Language
Assessment

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see “Glossary of terms”), vocabulary and grammatical structures correctly and accurately?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Language inaccuracies completely obscure communication.</td>
</tr>
<tr>
<td>1</td>
<td>Language inaccuracies often obscure communication.</td>
</tr>
<tr>
<td>2</td>
<td>Language is generally accurate and does not obscure communication.</td>
</tr>
<tr>
<td>3</td>
<td>Language is mostly accurate and communication is clear.</td>
</tr>
</tbody>
</table>

Criterion B: Message
- Is all the relevant information conveyed?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No relevant information has been conveyed.</td>
</tr>
<tr>
<td>1</td>
<td>Some relevant information has been conveyed.</td>
</tr>
<tr>
<td>2</td>
<td>More than half of the relevant information has been conveyed.</td>
</tr>
<tr>
<td>3</td>
<td>All relevant information has been conveyed effectively.</td>
</tr>
</tbody>
</table>

Criterion C: Format
- Does the format correspond to the task?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The format is not appropriate.</td>
</tr>
<tr>
<td>1</td>
<td>The format is appropriate.</td>
</tr>
</tbody>
</table>

**Paper 2: Productive skills—Section B**

**Criterion A: Language**
To what extent does the student demonstrate an ability to use the language effectively and accurately?

- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The response does not reach a standard described by the descriptors below.</td>
</tr>
</tbody>
</table>
### Marks | Level descriptor
--- | ---
1–2 | The response and communication are of limited effectiveness.  
The range of **vocabulary used is limited**.  
Some basic grammatical structures are used accurately. These are isolated and limited in range.  
Register is inappropriate.

3–4 | The response and communication are partially effective.  
The range of vocabulary used is sometimes varied.  
Most basic grammatical structures are used accurately.  
Register is partially appropriate.

5–6 | The response is generally accurate and communication is generally effective.  
The range of vocabulary used is varied.  
Basic grammatical structures and a limited range of more complex grammatical structures are used accurately.  
Register is generally appropriate.

7–8 | The response is accurate and communication is effective.  
The **range of vocabulary used is varied and effective**.  
**Basic and some more complex grammatical structures are used accurately.**  
Register is appropriate.

#### Criterion B: Message
To what extent does the student fulfill the task?
- Are the ideas well developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

### Marks | Level descriptor
--- | ---
0 | The response does not reach a standard described by the descriptors below.
** Marks | Level descriptor |
---|---|
**1–2** | **The task has been partially fulfilled.**  
One or more ideas have been identified and have been partially developed.  
There is limited evidence of a logical structure.  
There is a partially successful use of a limited range of simple cohesive devices. |
**3–4** | **The task has been generally fulfilled.**  
One or more ideas have been identified and have been developed.  
There is evidence of a logical structure.  
There is a generally successful use of a range of simple cohesive devices. |
**5–6** | **The task has been fulfilled.**  
All ideas have been identified and some have been developed well.  
There is a logical structure.  
There is successful use of a range of simple cohesive devices. |
**7–8** | **The task has been fulfilled effectively.**  
All ideas have been developed well.  
There is an effective, logical structure.  
There is successful use of a range of simple and some complex cohesive devices. |

**Criterion C: Format**

To what extent does the student succeed in using the correct text type?

- Does the student use the appropriate format?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The format is not appropriate.</td>
</tr>
<tr>
<td>1</td>
<td>The format is partially appropriate.</td>
</tr>
<tr>
<td>2</td>
<td>The format is appropriate.</td>
</tr>
</tbody>
</table>

**Written assignment: Receptive and productive skills**

**Criterion A: Description**

- To what extent does the student succeed in stating relevant factual information about the target culture(s)?
### Criteria and Marking Guide

#### Criterion A: Cultural Context

- **Marks** | **Level descriptor**
- 0 | The work does not reach a standard described by the descriptors below.
- 1 | At least two pieces of relevant factual information about the target culture(s) is used in the description.
- 2 | More than two pieces of relevant factual information about the target culture(s) is used in the description.

#### Criterion B: Comparison

To what extent does the student succeed in presenting one or more cultural differences and/or one or more similarities between the chosen cultural topic in the target culture(s) and in the student’s own?

- **Marks** | **Level descriptor**
- 0 | The work does not reach a standard described by the descriptors below.
- 1 | Cultural differences and/or similarities are rarely presented in a clear and coherent manner.
- 2 | Cultural differences and/or similarities are sometimes presented in a clear and coherent manner.
- 3 | Cultural differences and/or similarities are consistently presented in a clear and coherent manner.

#### Criterion C: Reflection—question 1

The reflection must include an answer to the following question: Which aspect of your chosen topic surprised you?

- **Marks** | **Level descriptor**
- 0 | The work does not reach a standard described by the descriptors below or the work does not relate to the target language country.
- 1 | A relevant aspect of the chosen topic has been identified but not developed.
- 2 | A relevant aspect of the chosen topic has been identified and partially developed in answer to the question.
- 3 | A relevant aspect of the chosen topic has been identified and fully developed in answer to the question.

#### Criterion D: Reflection—question 2

The reflection must include an answer to the following question: Why do you think these cultural similarities/differences exist?
Assessment

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>At least one reason why these cultural differences and similarities exist has been identified but not explained.</td>
</tr>
<tr>
<td>2</td>
<td>At least one reason why these cultural differences and similarities exist has been identified and partially explained.</td>
</tr>
<tr>
<td>3</td>
<td>At least one reason why these cultural differences and similarities exist has been identified and fully explained.</td>
</tr>
</tbody>
</table>

Criterion E: Reflection—question 3

The reflection must include an answer to the following question: What might a person from the target culture(s) find different about your chosen topic in your culture(s)?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below or the answer is not from the perspective of a person from the target language country.</td>
</tr>
<tr>
<td>1</td>
<td>At least one difference has been identified but not developed.</td>
</tr>
<tr>
<td>2</td>
<td>At least one difference has been identified and partially developed in answer to the question.</td>
</tr>
<tr>
<td>3</td>
<td>At least one difference has been identified and fully developed in answer to the question.</td>
</tr>
</tbody>
</table>

Criterion F: Language

If the word limit is exceeded, the assessment will be based on the first 350 words.

- To what extent does the student demonstrate an ability to use the language clearly?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Language clarity often obscures communication.</td>
</tr>
<tr>
<td>2</td>
<td>Language clarity sometimes obscures communication.</td>
</tr>
<tr>
<td>3</td>
<td>Language is generally clear and does not obscure communication.</td>
</tr>
<tr>
<td>4</td>
<td>Language is mostly clear and communication is clear.</td>
</tr>
</tbody>
</table>

Criterion G: Formal requirements and register

The formal requirements of the written assignment are as follows.
1. The written assignment is word processed in the target language.
2. The sources in the target language are included for submission with the assignment.
3. A bibliography in standard format is included with references to all sources in all languages.

- Does the student fulfill all formal requirements of the written assignment?
- Does the student show an awareness of the appropriate register for the task?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The written assignment does not meet all formal requirements and the register is inappropriate to the task.</td>
</tr>
<tr>
<td>1</td>
<td>The written assignment either meets all formal requirements or uses register appropriate to the task.</td>
</tr>
<tr>
<td>2</td>
<td>The written assignment both meets all formal requirements and uses register appropriate to the task.</td>
</tr>
</tbody>
</table>
Internal assessment

Purpose of internal assessment

Internal assessment (the individual oral) is an integral part of the course and is compulsory for all students. It enables students to demonstrate orally the application of their skills and knowledge.

In language ab initio students are required to participate in an individual oral. The individual oral is divided into three parts and lasts 10 minutes, plus 15 minutes of preparation. The individual oral carries an overall weighting of 25% and must be recorded.

Part 1: The student's presentation of the visual stimulus (approximately 1–2 minutes)

Part 2: The teacher's questions on the visual stimulus (approximately 2–3 minutes)

Part 3: A general conversation (approximately 4–5 minutes)

All three parts of the individual oral are conducted in the target language.

Guidance and authenticity

Students are allowed to take working notes into the interview room for reference. It is the responsibility of the teacher to ensure that students are familiar with:

• the requirements of the individual oral
• the assessment criteria.

For the individual oral, it is essential that students do not have prior knowledge of the visual stimulus to be presented. The presentation in part 1 must be the work of the student and it may not be written out in full and read aloud. Authenticity may be checked by scrutiny of the notes (if any) used by the student. Students are not allowed access to a dictionary.

The requirement for teachers and students to sign the internal assessment record form for the individual oral applies to the work of all students, not just the recording that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign the form, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication Academic honesty and the relevant articles in the General regulations: Diploma Programme.
For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work against the criteria using the level descriptors.

- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.

- When assessing a student’s work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student’s work should be chosen.

- Where there are two or more marks available within a level, teachers should award the upper marks if the student’s work demonstrates the qualities described to a great extent. Teachers should award the lower marks if the student’s work demonstrates the qualities described to a lesser extent.

- Only whole numbers should be recorded; partial marks, that is fractions and decimals, are not acceptable.

- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels, in relation to 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 overall assessment of the students will produce any particular distribution of marks.

- It is recommended that the assessment criteria be made available to students.
Internal assessment details

**Individual oral: Interactive skills**

Duration: 10 minutes (plus 15 minutes of preparation)

Weighting: 25%

The language ab initio internal assessment consists of a compulsory, recorded oral examination that assesses interactive skills. The individual oral is a summative assessment conducted between the teacher and student in the school by the date provided by the IB in the final year of the course. In order to better prepare students for this assessment, it is strongly advised that teachers carry out a formative assessment prior to the summative assessment on a previously unseen visual stimulus.

The internal assessment score in language ab initio consists of the mark awarded for the individual oral. This is a compulsory, recorded activity worth 25% of the overall mark for assessment.

**Note:** The IB reserves the right to change the method by which recordings can be conducted during the lifetime of the course.

The individual oral is assessed using the internal assessment criteria.

The oral comprises three distinct parts.

<table>
<thead>
<tr>
<th>Supervised preparation time</th>
<th>The student receives two previously unseen stimuli and selects one for the presentation. Working notes can be made at this stage.</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Presentation</td>
<td>Presentation of a visual stimulus by the student.</td>
<td>(approximately) 1–2 minutes</td>
</tr>
<tr>
<td>Part 2: Questions</td>
<td>Follow-up questions on the visual stimulus.</td>
<td>(approximately) 2–3 minutes</td>
</tr>
<tr>
<td>Part 3: Conversation</td>
<td>At least two questions on the written assignment followed by general conversation on a broad range of topics.</td>
<td>(approximately) 4–5 minutes</td>
</tr>
</tbody>
</table>

At the beginning of the 15-minute preparation period, the student should be shown two previously unseen visual stimuli. These should be from different topic areas within the three themes and represent different genres (for example, picture, photograph, cartoon) provided by the teacher. They should also be relevant to the culture(s) of the country (or countries) where the language is spoken.

An effective visual stimulus should:

- allow the student to describe a scene or situation objectively
- allow the student to narrate a story
- allow the student to offer a personal interpretation of that scene or situation
- enable the teacher to lead the student into a wider conversation
- be relevant to the age range of the students
• be relevant to the topics prescribed in the syllabus
• be culturally relevant to the language studied.

The student chooses one stimulus and prepares a presentation on that stimulus. The 15-minute preparation time should take place immediately prior to the recorded interview. Dictionaries or other reference material are not permitted. The student is allowed to take brief working notes into the interview room for reference. These notes should be used for reference only and should not be read aloud. The student should begin the individual oral by giving a presentation based on the visual stimulus, lasting 1–2 minutes. Once the interview has begun, the recording should not be interrupted or stopped. Teachers are advised to prepare stimuli according to the table below.

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Number of visual stimuli required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5–10</td>
<td>6</td>
</tr>
<tr>
<td>11–15</td>
<td>7</td>
</tr>
<tr>
<td>16–20</td>
<td>8</td>
</tr>
<tr>
<td>21–25</td>
<td>9</td>
</tr>
<tr>
<td>26–30</td>
<td>10</td>
</tr>
</tbody>
</table>

Part 2
The teacher’s questions on the visual stimulus (approximately 2–3 minutes).

The teacher should then engage the student in conversation arising from the visual stimulus. This conversation should not be limited to a simple question and answer format. Questions asked by the teacher should:

• encourage the student to describe and comment on the visual stimulus
• encourage the student to comment further on the visual stimulus
• provoke discussion on the same topic area as the stimulus.

Part 3
A general conversation (approximately 4–5 minutes).

This should begin with at least two questions on the written assignment and move on to a discussion on a broad range of topics (at least two topics) from the prescribed list in the language ab initio syllabus content. The topics selected for discussion should be different from that of the visual stimulus and the written assignment.
These questions should be open and are intended to give the student an opportunity to talk about the written assignment as openly as possible. The following list is not exhaustive and any two may be used by the teacher in this part of the individual oral.

- What is your written assignment about?
- Why did you choose this as your written assignment?
- What did you learn from the written assignment?

The teacher should then tell the student that the assessment is moving towards a more general conversation by using, for example, one of the following statements.

- Let's now talk about other things.
- We'll now talk more generally.
- I'd like to ask you some questions about other things.

**Note:** The individual oral must not be rehearsed.

**Conduct of the individual oral**

- The individual oral must be scheduled during the final year of the course.
- Students should be given adequate notice of when the individual oral is to take place. The individual oral may take place in or out of the classroom.
- Recordings of the individual oral will be required for external moderation. Care should be taken to ensure that high quality recordings are sent for moderation.
- Under no circumstances should the recording be stopped, interrupted or enhanced.
- Procedures for the recording and sending of samples for moderation are provided each year in the *Handbook of procedures for the Diploma Programme*.
- It is essential that the teacher obtains details of the procedures from their Diploma Programme coordinator.
- The individual oral should last 10 minutes. The timings given for each part of the individual oral are approximate since they will depend on the flow of the conversation. The teacher is best placed to decide the appropriate moment to engage in the general conversation. However, it is imperative that the conversation does take place.
- The teacher is encouraged to interact with the student but should avoid dominating the oral.

**The teacher’s role in conducting and assessing the individual oral**

- The teacher must be aware that the purpose of the individual oral is to assess the student’s ability to produce, receive and interact with the spoken language.
- It is important that the teacher has a thorough knowledge of the assessment criteria.
- The type of questions asked should be adapted to the student’s ability.
- The teacher should allow sufficient time for the student to respond to questions.
- If a student fails to answer, it is acceptable for the teacher to repeat and/or rephrase the question.
- The teacher should avoid correcting the student.
Internal assessment criteria

Overview

Individual oral

Assessment criteria are used to assess the individual oral, which is awarded a total of 25 marks.

There are two assessment criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Productive skills</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>Interactive and receptive skills</td>
<td>15 marks</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25 marks</td>
</tr>
</tbody>
</table>

The internally assessed component contributes 25% of the assessment total.

Individual oral: Interactive skills

Criterion A: Productive skills

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

- Do the student’s pronunciation and intonation facilitate the understanding of the message?
- Does the student’s use of vocabulary facilitate the understanding of the message?
- Does the student’s use of grammar facilitate the understanding of the message?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Communication does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The response and communication are of limited effectiveness. Pronunciation and intonation used limit the understanding of the message. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range.</td>
</tr>
<tr>
<td>3–4</td>
<td>The response and communication are partially effective. Pronunciation and intonation used generally limit the understanding of the message. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately.</td>
</tr>
</tbody>
</table>
### Marks | Level descriptor
---|---
5–6 | **The response is generally accurate and communication is generally effective.**
|  
| Pronunciation and intonation used generally facilitate the understanding of the message.
|  
| The range of vocabulary used is varied.
|  
| Basic and a limited range of more complex grammatical structures are used accurately.

7–8 | **The response is accurate and communication is effective.**
|  
| Pronunciation and intonation used almost always facilitate the understanding of the message.
|  
| Vocabulary is varied and effective.
|  
| Basic and some more complex grammatical structures are used accurately.

9–10 | **The response is accurate and communication is very effective.**
|  
| Pronunciation and intonation used always facilitate the understanding of the message.
|  
| Vocabulary is varied and effective.
|  
| Basic and more complex grammatical structures are used accurately.

**Criterion B: Interactive and receptive skills**

To what extent does the student understand and demonstrate an ability to interact and develop answers throughout the oral?

- Is the student able to understand straightforward exchanges?
- Is the student able to answer appropriately?
- Is the student able to maintain a conversation?

### Marks | Level descriptor
---|---
0 | Comprehension and interaction do not reach a standard described by the descriptors below.
<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
</table>
| 1–3   | **Comprehension and interaction are limited.**  
       | Limited responses in the target language are produced and rarely demonstrate comprehension.  
       | Limited appropriate information is provided.  
       | Participation is limited: most questions must be repeated and/or rephrased. |
| 4–6   | **Comprehension and interaction are partially sustained.**  
       | Responses in the target language are produced and occasionally demonstrate comprehension.  
       | Appropriate information is occasionally provided.  
       | Participation is partially sustained: some questions must be repeated and/or rephrased. |
| 7–9   | **Comprehension and interaction are generally sustained.**  
       | Responses in the target language are produced and generally demonstrate comprehension.  
       | Appropriate information is generally provided.  
       | Participation is generally sustained. |
| 10–12 | **Comprehension and interaction are mostly sustained.**  
       | Responses in the target language are produced and most demonstrate comprehension.  
       | Appropriate information is provided.  
       | Participation is sustained. |
| 13–15 | **Comprehension and interaction are consistently sustained.**  
       | Responses in the target language are produced and demonstrate comprehension.  
       | Appropriate and detailed information is provided.  
       | Participation is sustained with some independent contributions. |
Dites-vous le basket…en France???

Description:
Le basket est un sport d’équipe qui consiste de deux équipes. Chaque équipe a douze joueurs. Beaucoup de pays ont les équipes nationales, mais certaines équipes nationales sont meilleurs que les autres. L’équipe nationale de France est exceptionnellement bien entraînée alors que l’équipe nationale de l’Inde est en voie de développement.

Comparaison:
NBA (National Basketball Association) est une ligue de basket célèbre aux États-Unis. Nombreux joueurs français font partie de NBA comme Tony Parker et Boris Diaw mais il n’y a qu’un indien, Sim Bhullar. En France, il y a des installations de basket partout et ils sont accessibles. Néanmoins en Inde, il y en a peu. En général, les joueurs indiens sont moins grands, forts et agiles que les joueurs français parce qu’ils reçoivent un entraînement rudimentaire. Donc, France est la 5ème en classements de FIBA tandis qu’Inde est 61ème.

D’un autre côté, normalement la France est associée avec le foot et l’Inde est associée avec le cricket. Mais, les français et les indiens jouent aussi le basket. Les deux pays ont des équipes nationales des hommes et des femmes. Aussi, chaque pays a un conseil d’administration; France a FFBB (Fédération Français de Basketball) et Inde a BFI (Basketball Federation of India).

Réflexion:

Quel aspect du sujet que vous avez choisi vous a étonné ?

- J’étais surpris par l’absence d’une ligue de basket en Inde. Malgré le développement de NBA en Inde, il n’y a pas encore assez de progression dans le sport. En dépit de la grande population en Inde, il n’y a pas de joueurs indiens au NBA.
Selon vous, pourquoi ces similarités/différences culturelles existent-elles?

Je crois que la perspective des gens est importante. La culture française encourage les gens à jouer au basket. Contrairement, dans la culture indienne on met un accent sur les études parce que les gens font face à la beaucoup de compétition à cause de la grande population.

Qu’est-ce qu’une personne provenant d’une culture associée à la langue cible pourrait trouver de différent concernant le sujet choisi dans votre ou vos cultures ?

Une personne française pourrait noter que le basket en Inde est en train de développement parce que la ligue de basket n’existe pas encore. En plus, cette personne pourrait être triste s’il verra que la minorité des indiens adorent ce sport puisque ils tous regardent le cricket ou le football.
Bibliographie:


   (Last accessed: 12th January, 2015)


5. Infrastructure. "Infrastructure." Basketball Federation of India.

6. La Fédération. "Présentation générale." FFBB.

TEXT BOOKLET – INSTRUCTIONS TO CANDIDATES

• Do not open this booklet until instructed to do so.
• This booklet contains all of the texts required for paper 1.
• Answer the questions in the question and answer booklet provided.

LIVRET DE TEXTES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

• N’ouvrez pas ce livret avant d’y être autorisé(e).
• Ce livret contient tous les textes nécessaires à l’épreuve 1.
• Répondez à toutes les questions dans le livret de questions et réponses fourni.

CUADERNO DE TEXTOS – INSTRUCCIONES PARA LOS ALUMNOS

• No abra este cuaderno hasta que se lo autoricen.
• Este cuaderno contiene todos los textos para la prueba 1.
• Conteste todas las preguntas en el cuaderno de preguntas y respuestas.
Ce que les étrangers pensent de la France

Sara, 19 ans, danoise

Elle aime : « C’est la première fois que je viens à Paris. C’est vraiment une ville magnifique. L’architecture est surprenante. »

Elle n’aime pas : « On perd facilement son chemin dans le métro. Il est très difficile de comprendre comment utiliser le métro. Je ne comprends pas comment font les Parisiens pour passer autant de temps sous terre. Surtout quand ils habitent une si belle ville ! »

Et les Français ? « Je trouve qu’ils sont tous bien habillés. »

Jeff, 38 ans, suédois

Il aime : « Le climat est plus agréable qu’en Suède. Même si ce mois d’août n’est pas un bon exemple parce qu’il fait froid et il pleut sans arrêt ! »

Il n’aime pas : « C’est vraiment très difficile quand on ne parle pas français. Les gens ne font pas d’effort et parlent très mal anglais. »

Et les Français ? « J’ai rencontré des gens accueillants et aimables. »

Hicham, 30 ans, turc


Il n’aime pas : « La ville est assez sale : il y a des papiers partout, mais pas dans les poubelles. »

Et les Français ? « On dit souvent qu’ils ne sont jamais contents. Moi, je crois que ça dépend des gens, comme partout ! »
Éric, 22 ans, canadien

Il aime : « Je viens de passer un an en Europe. Paris est la plus belle ville du continent. Les Français sont très cultivés. Ils lisent beaucoup et s’intéressent au théâtre et à la musique. »

Il n’aime pas : « Certains quartiers parisiens ne sont pas très beaux. Il y a des gens là qui n’ont rien et qui vivent dans la rue. »

Et les Français ? « Les Parisiens sont un peu froids. »

La Clinique du vélo

Recup’R est une association qui répare les vieux vélos pour leur donner une seconde vie. Elle compte aujourd’hui plus de 300 membres.

1. Nous sommes à Bordeaux derrière la gare. Au numéro 4 de la rue des Terres de Borde, il y a un énorme garage et à l’intérieur, la première chose que nous voyons ce sont des tas de vieux objets. Il y a aussi des dizaines de vélos de toutes les couleurs, rangés côte à côte. Au fond du garage, on peut voir des gens qui sont en train de réparer les vélos dans l’atelier.

2. Un groupe de personnes qui voulait réduire la quantité de déchets produits par la société a créé l’association Recup’R en octobre 2008. En France il existe une soixantaine d’associations qui réparent et recyclent de vieux objets comme les meubles (armoires, tables, fauteuils etc.), les vélos, les vêtements ; tout est possible. Le chef d’atelier nous explique : « Après avoir collecté des vélos destinés au recyclage ou à la destruction, nous les utilisons de plusieurs manières. Il y a des vélos qui sont en si mauvais état que nous ne pouvons pas les vendre. Ces vélos nous donnent des pièces détachées. Nous réparons et vendons les autres. Nous vendons aussi des vélos non réparés à nos membres qui peuvent venir trois fois par semaine les réparer eux-mêmes à l’atelier. »

3. Les vélos réparés sont à \([-X-]\) pour 60 euros. Ceci permet à l’association de \([-13-]\) assez d’argent pour acheter le matériel nécessaire. De plus, Recup’R vient de \([-14-]\) une nouvelle activité : un atelier de couture. « Nous collectons des tissus avec lesquels je crée des vêtements ou des sacs que je vends ensuite pour l’association » nous explique Delphine. La jeune femme apprend aussi aux membres de l’association comment \([-15-]\) une machine à coudre. De cette façon, ils peuvent recycler leurs vieux vêtements. « Ce sont des activités qui intéressent beaucoup les gens, explique Delphine. Ils aiment créer et transformer. »

4. L’association propose aussi d’autres ateliers pour les adultes et les enfants sur le thème du recyclage des déchets et de l’environnement. À l’avenir l’association veut installer des jardins en ville et lancer une activité de recyclage de meubles.
Une nouvelle bande dessinée est dans nos librairies cette semaine. *Le Syndrome de Hyde* est la troisième et dernière partie de la trilogie par Corbeyran et Guérineau. Cette bande dessinée est basée sur un des plus grands mythes horrifiques de la littérature fantastique.

**Le Syndrome de Hyde : l’histoire**

En 1883 en Iran, un groupe d’archéologues ouvre un tombeau antique et y découvre les restes d’une étrange momie. Un virus sort de la momie et attaque les archéologues qui perdent conscience. Depuis ce jour, le virus qui habitait la momie passe d’une personne à l’autre. Il tue sa victime et mange le corps.

Deux cents ans plus tard, à Paris un couple de touristes est victime d’une attaque sur le parking d’un cinéma parisien. Le garçon est retrouvé mort, le visage blessé. La fille, choquée, est incapable de parler. C’est l’inspecteur Frank Vandenbroecke d’Europol qui est chargé de mener cette enquête. Il ne connaît pas l’histoire de la momie et du virus mais peu à peu il la découvre. Frank va mourir à son tour et laisser derrière lui sa femme, Arleen, et son fils, Yann, qui sont maintenant menacés par ce virus. Qui sera le prochain à mourir?

**Notre avis**

Voilà une troisième partie réussie où on trouve des surprises et du suspens. La fin est originale et inattendue. Les origines du virus seront enfin révélées aux lecteurs. La série se termine en nous donnant toutes les réponses aux questions qu’on se posait tout au long de la lecture. *Le Syndrome de Hyde* va plaire aux personnes qui aiment les romans policiers classiques où le surnaturel joue un rôle. Un bon moment de détente.
Les Chinois aiment la Suisse

Tourisme Les Chinois sont de plus en plus nombreux à visiter notre pays.

1 L’an passé, les Chinois du continent et de Hong Kong ont passé 677 220 nuits en Suisse. C’est 41,8% de plus que l’année précédente. « Ceux qui sont déjà venus reviennent visiter notre pays », constate Véronique Kanel, de Suisse Tourisme.

2 Selon les projections, les touristes chinois passeront deux millions de nuits en Suisse en 2020. Ils sont déjà plus nombreux à visiter la Suisse que les Japonais.

3 Les Chinois apprécient les montagnes suisses mais les séjours de longue durée dans les montagnes sont rares et ils n’ont pas le temps d’y skier. « Les touristes chinois visitent essentiellement en groupe et ils restent 3 jours en moyenne en Suisse, dans le cadre d’un voyage dans toute l’Europe », explique Urs Zenhausern, directeur de Valais Tourisme. « Ce n’est pas suffisant pour pratiquer un sport de neige. »

4 Pour bien accueillir les Chinois, les hôteliers devraient lire attentivement un dépliant spécial. On y apprend qu’ils aiment boire de l’eau chaude à n’importe quelle heure du jour ou de la nuit. Et qu’il ne faut pas leur proposer la chambre No 4 au quatrième étage, car le chiffre 4 est associé à la mort. Par contre, pas de problème avec les chambres 6, 8, ou 9, situées au 6e, 8e ou au 9e étage, qui sont des chiffres porte-bonheur.

Ils adorent faire du shopping

5 Leur occupation favorite ? La visite des sites touristiques combinée avec le shopping. Pour ceux qui aiment les magasins, les grandes villes comme Zurich et Genève restent l’une de leurs destinations préférées. Ils font partie des visiteurs qui dépensent le plus. Une étude de Suisse Tourisme a révélé que la dépense moyenne des Chinois est 350 francs suisses par personne et par jour. Les citoyens de l’Union européenne sortent de leur porte-monnaie seulement 120 à 240 francs suisses, maximum.

Victor Fingal vicotr.fingaldipresse.ch

‘Les Chinois aiment la Suisse’ Adapté de Le Matin no. 54 (2012)
FRENCH AB INITIO – STANDARD LEVEL – PAPER 1
FRANÇAIS AB INITIO – NIVEAU MOYEN – ÉPREUVE 1
FRANCÉS AB INITIO – NIVEL MEDIO – PRUEBA 1

1 h 30 m

QUESTION AND ANSWER BOOKLET – INSTRUCTIONS TO CANDIDATES
• Write your session number in the boxes above.
• Do not open this booklet until instructed to do so.
• This booklet contains all the paper 1 questions.
• Refer to the text booklet which accompanies this booklet.
• Answer all of the questions in the boxes provided. Each question is allocated [1 mark] unless otherwise stated.
• The maximum mark for this examination paper is [40 marks].

LIVRET DE QUESTIONS ET RÉPONSES – INSTRUCTIONS DESTINÉES AUX CANDIDATS
• Écrivez votre numéro de session dans les cases ci-dessus.
• N’ouvrez pas ce livret avant d’y être autorisé(e).
• Ce livret contient toutes les questions de l’épreuve 1.
• Référez-vous au livret de textes qui accompagne ce livret.
• Répondez à toutes les questions dans les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
• Le nombre maximum de points pour cette épreuve d’examen est [40 points].

CUADERNO DE PREGUNTAS Y RESPUESTAS – INSTRUCCIONES PARA LOS ALUMNOS
• Escribe su número de convocatoria en las casillas de arriba.
• No abra este cuaderno hasta que se lo autoricen.
• Este cuaderno contiene todas las preguntas de la prueba 1.
• Consulte el cuaderno de textos que acompaña a este cuaderno.
• Conteste todas las preguntas en las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
• La puntuación máxima para esta prueba de examen es [40 puntos].
### TEXTE A — CE QUE LES ÉTRANGERS PENSENT DE LA FRANCE

Faites correspondre la personne avec son opinion sur la France. Écrivez la lettre correspondant à chaque bonne réponse dans la case appropriée. **REMARQUE** : il y a plus d’opinions que de personnes.

Qu’est-ce qu’ils aiment en France ?

| Exemple : Sara (paragraphe 1) | F | A. La culture  
B. Le paysage  
C. La cuisine  
D. Le cinéma  
E. Le temps  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |
|-----------------------------|---|-------------------|
| 1. Jeff (paragraphe 2)      |   | A. La pauvreté  
B. Les poubelles  
C. Les maisons  
D. Le manque de propreté  
E. Un des moyens de transport  
F. Les Français  
G. La difficulté de communiquer |
| 2. Hicham (paragraphe 3)    |   | A. Les vêtements sont chics.  
B. Les Français ne sont pas tous les mêmes.  
C. Ils ne sont pas contents.  
D. Les Français se perdent dans le métro.  
E. Les Français sont sympathiques.  
F. Les Français ne sont pas très accueillants.  
G. Les Français ne parlent pas d’autres langues. |
| 3. Eric (paragraphe 4)      |   | A. Le temps  
B. Le cinéma  
C. La culture  
D. Le paysage  
E. La cuisine  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |

Qu’est-ce qu’ils n’aiment pas à Paris ?

| 4. Sara (paragraphe 1)      |   | A. La pauvreté  
B. Les poubelles  
C. Les maisons  
D. Le manque de propreté  
E. Un des moyens de transport  
F. Les Français  
G. La difficulté de communiquer |
| 5. Jeff (paragraphe 2)      |   | A. La culture  
B. Le paysage  
C. La cuisine  
D. Le cinéma  
E. Le temps  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |
| 6. Hicham (paragraphe 3)    |   | A. La culture  
B. Le paysage  
C. La cuisine  
D. Le cinéma  
E. Le temps  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |
| 7. Eric (paragraphe 4)      |   | A. La culture  
B. Le paysage  
C. La cuisine  
D. Le cinéma  
E. Le temps  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |

Qu’est-ce qu’ils pensent des Français ?

| 8. Sara (paragraphe 1)      |   | A. Leurs vêtements sont chics.  
B. Les Français ne sont pas tous les mêmes.  
C. Ils ne sont pas contents.  
D. Les Français se perdent dans le métro.  
E. Les Français sont sympathiques.  
F. Les Français ne sont pas très accueillants.  
G. Les Français ne parlent pas d’autres langues. |
| 9. Jeff (paragraphe 2)      |   | A. Le temps  
B. Le cinéma  
C. La culture  
D. Le paysage  
E. La cuisine  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |
| 10. Hicham (paragraphe 3)   |   | A. Le temps  
B. Le cinéma  
C. La culture  
D. Le paysage  
E. La cuisine  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |
| 11. Eric (paragraphe 4)     |   | A. Le temps  
B. Le cinéma  
C. La culture  
D. Le paysage  
E. La cuisine  
F. *La beauté de la ville de Paris*  
G. Les sites touristiques |
TEXTE B — LA CLINIQUE DU VÉLO

12. Parmi les phrases A à I, choisissez les quatre qui sont correctes selon les paragraphes 1 et 2. Écrivez les lettres, dans n’importe quel ordre, dans les cases. [4 points]

A. L’association Recup’R recycle des vélos.
B. L’association Recup’R se trouve dans une gare.
C. Il y a une rangée de dix vélos à l’intérieur.
D. Les vélos ne sont pas identiques.
E. Le but de l’association est de diminuer la quantité de déchets.
F. Il y a plus d’une soixantaine de personnes qui travaillent dans l’atelier.
G. Il y a des associations qui recyclent les vieilles chaises.
H. Tous les vélos collectés par l’association sont réparés et vendus.
I. Les membres de l’association peuvent acheter des vélos.

Exemple : [ ]

À l’aide de la liste de mots suivante, remplissez chaque blanc avec le mot qui convient le mieux dans le paragraphe 3. Chaque mot ne peut être utilisé qu’une seule fois. REMARQUE : il y a plus de mots que de blancs.

ACHETER GAGNER TRAVAILLER VENDRE
COMMENCER JETER UTILISER VIVRE

Exemple : [ – X – ] vendre

13. 

14. 

15. 

Turn over / Tournez la page / Véase al dorso
Répondez aux questions suivantes. Fondez vos réponses sur le paragraphe 8.

16. Quel mot signifie « les choses que la société jette » ?

17. Nommez **un** des projets d’avenir de l’association Recup’R.
TEXTE C — LE MONDE DE LA BANDE DESSINÉE

Choisissez la réponse la plus appropriée parmi les options suivantes. Écrivez la lettre correspondant à votre réponse dans la case.

18. Ce texte est…
   A. une critique.
   B. une histoire.
   C. un rapport.
   D. une bande dessinée.

Répondez aux questions suivantes. Fondez vos réponses sur les lignes 7 à 18.

19. Quand le virus est-il apparu ?

20. D’où vient le virus ?

21. Où s’est passé le crime le plus récent ?

22. Quel est le métier de Frank Vandenbroeke ?
Chacun des mots suivants se réfère à quelqu’un ou à quelque chose du texte. Dans l’espace prévu, indiquez à qui ou à quoi chaque mot se réfère.

<table>
<thead>
<tr>
<th>Dans la phrase…</th>
<th>le mot…</th>
<th>se réfère à…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemple : Cette bande dessinée est basée… (lignes 3 et 4)</td>
<td>« bande dessinée »</td>
<td>Le Syndrome de Hyde</td>
</tr>
<tr>
<td>23. et y découvre les restes… (ligne 8)</td>
<td>« y »</td>
<td></td>
</tr>
<tr>
<td>24. peu à peu il la découvre. (ligne 16)</td>
<td>« la »</td>
<td></td>
</tr>
<tr>
<td>25. et laisser derrière lui… (lignes 16 et 17)</td>
<td>« lui »</td>
<td></td>
</tr>
<tr>
<td>26. La série se termine en nous donnant… (ligne 22)</td>
<td>« nous »</td>
<td></td>
</tr>
</tbody>
</table>

Trouvez, pour chaque mot de la colonne de gauche, le mot dans la colonne de droite dont la signification est la plus proche. Écrivez la lettre correspondant à chaque bonne réponse dans la case appropriée. **REMARQUE** : il y a plus de mots proposés que nécessaire.

Exemple : réussie (ligne 20)  
- B. se passe
- A. bien faite
- C. lecture
- D. inconnue
- E. faire plaisir
- F. surprenante
- G. finit
- H. répondre
- I. relaxation

| Exemple : inattendue (ligne 21) |  |
| Exemple : se termine (ligne 22) |  |
| Exemple : plaire (ligne 23) |  |
| Exemple : détente (ligne 24) |  |
TEXTE D — LES CHINOIS AIMENT LA SUISSE


Exemple : Le nombre de visiteurs chinois en Suisse a augmenté cette année.

Justification : ........................................... c’est 41,8% de plus que l’année précédente ...........................................

<table>
<thead>
<tr>
<th></th>
<th>VRAI</th>
<th>FAUX</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>Certains touristes chinois connaissent déjà la Suisse.</td>
<td>☐</td>
</tr>
<tr>
<td>32.</td>
<td>Les touristes chinois n’aiment pas visiter les montagnes suisses.</td>
<td>☑</td>
</tr>
<tr>
<td>33.</td>
<td>Les touristes chinois passent moins d’une semaine en Suisse.</td>
<td>☑</td>
</tr>
<tr>
<td>34.</td>
<td>Les touristes chinois visitent d’autres pays européens.</td>
<td>☑</td>
</tr>
</tbody>
</table>
Répondez aux questions suivantes. Fondez vos réponses sur le paragraphe ➊.

35. À qui ou à quoi se réfère « y » dans l’expression « on y apprend » ?

36. Que faut-il offrir aux touristes chinois comme boisson ?

37. Selon le paragraphe ➋, quels sont les deux passe-temps préférés des touristes chinois en Suisse ?

(a) .................................................................

(b) .................................................................
INSTRUCTIONS TO CANDIDATES

• Write your session number in the boxes above.
• Do not open this examination paper until instructed to do so.
• The maximum mark is [25 marks] for this examination paper.
• Complete one task from section A (worth [7 marks]), and one task from section B (worth [18 marks]), using the boxes provided.
• At the end of the examination, indicate the numbers of both of the tasks answered in the candidate box on your cover sheet.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

• Écrivez votre numéro de session dans les cases ci-dessus.
• N’ouvrez pas cette épreuve avant d’y être autorisé(e).
• La note maximale est de [25 points] pour cette épreuve.
• Effectuez une tâche de la section A (qui vaut [7 points]) et une tâche de la section B (qui vaut [18 points]), en utilisant les cases prévues à cet effet.
• À la fin de l’examen, indiquez le numéro des deux tâches que vous avez effectuées dans la case réservée au candidat sur votre page de couverture.

INSTRUCCIONES PARA LOS ALUMNOS

• Escriba su número de convocatoria en las casillas de arriba.
• No abra esta prueba hasta que se lo autoricen.
• La puntuación máxima para esta prueba es de [25 puntos].
• Realice una tarea de la sección A (vale [7 puntos]) y una tarea de la sección B (vale [18 puntos]), usando las casillas provistas.
• Al terminar el examen, indique en la casilla del alumno de la portada del examen los números de las dos tareas realizadas.
SECTION A

Répondez à une des questions suivantes. Écrivez au moins 50 mots.

1. Vous avez décidé d’organiser une fête pour célébrer votre anniversaire. Écrivez un courriel à vos amis pour les inviter à la fête. Mentionnez :
   • où sera la fête
   • quand sera la fête
   • deux activités au programme
   • comment venir à la fête.
2. Vos parents veulent échanger leur maison pendant trois semaines cet été avec une personne qui habite en France. Ils vous demandent d’écrire une annonce qu’ils mettront sur le site Internet Échangez votre maison. Écrivez cette annonce. Mentionnez :

- comment est votre maison
- où elle est située
- les dates préférées pour l’échange
- deux distractions possibles près de votre maison.
SECTION B

Répondez à une des questions suivantes. Écrivez au moins 100 mots.

3. Vous avez découvert dans votre quartier un problème environnemental. Vous écrivez un article à ce sujet dans le journal local. Dans cet article vous décrivez le problème et vous indiquez les causes possibles de ce problème. Vous expliquez aussi ce qu’il faut faire pour le résoudre.
4. C’est votre premier jour dans un nouveau lycée. Le soir avant de vous coucher vous racontez cette journée dans votre journal intime : décrivez votre nouveau lycée, mentionnez ce que vous avez fait, qui vous avez rencontré et ce que vous avez aimé ou pas aimé durant cette longue journée.
Vous avez vu cette annonce dans un journal français et comme vous voulez travailler en France cet été, vous écrivez une lettre de motivation au directeur de l'hôtel. Dans la lettre vous expliquez qui vous êtes, ce que vous faites en ce moment et pourquoi vous désirez l'emploi. Mentionnez aussi votre expérience, professionnelle ou autre.
SAMPLE OF VISUAL STIMULUS FOR INDIVIDUAL ORAL PRESENTATION

Click on this URL for IOP Sample
RESOURCES

CD's Audio Cd’s French for dummies, Euro talk interactive CD, Equipe nouvelle CDs Camarade jaune cassettes


http://1jour1actu.com/Provides articles on many topics in both long and short format which allows for differentiation. Articles often accompanied by a short quiz. www.hellomylo.com/Challenge/French/FR_L1_M6

Series of interactive exercises.

www.bbc.co.uk/languages/french/mafrance/flash/interactive_popup.shtml Series of interactive videos on different topics.


www.francealacarte.org.uk/education, www.atantot.com,


Journal/ Text books:

Tricolore 1-4, other reference books- Elan !,2, Bon voyage 1,2, Junior1,2, Forum, Grammaire progressive du français, Bien lire Bien écrire, Français et la civilisation mauger, bleu/rouge, Cafe Crème 1,2, Amitiés letter writing practice, tests cle niveau débutant, Dondo , Chez Nous.Equipe nouvelle 1-4, Camarades jaune/Bleu, La Rousse Dictionnaire General, Nouvelle Espaces, Tempo 1,2, Au point, Tout Terrain. IB revision guide IB