

Core guide

For use from August 2012



International Baccalaureate®
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Core guide

For use from August 2012

IB Career-related Certificate

Core guide

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Introduction to the IBCC

“Secondary-level education should provide effective preparation for those proceeding to academic or professional tertiary education as well as for those entering the world of work either as trainees, wage employees or as self-employed entrepreneurs, while inculcating the social skills for productive and peaceful life in today’s interdependent communities. Such an education must necessarily comprise a harmonious balance of academic disciplines, generic practical and social skills and civic responsibility.” (UNESCO 2005)

The International Baccalaureate Career-related Certificate (IBCC) was developed to complement the needs of students interested in pursuing a career-related education at the upper secondary school level. The IBCC offers a learning and assessment programme that promotes access to an International Baccalaureate (IB) education, school retention, responsibility for one’s own actions, skills development, reflection on experiences, and self-esteem through meaningful achievements. A key feature of the certificate is that it provides flexibility to allow for local differences.

The IBCC provides the basis for:

- effective participation in the changing world of work
- improved mobility and flexibility in employment
- additional training
- further education
- life-long learning.

The IBCC is an academic qualification offered by the IB, taken over two years, designed to support and complement career-related studies. The chosen career-related studies are not offered or awarded by the IB and should be determined by the local context and aligned with student needs, whether they are used to support further studies or to assist direct employment opportunities. It is the school’s responsibility to determine the appropriate career-related studies based on the criteria set by the IB.

The IBCC consists of:

- at least two Diploma Programme courses
- an IBCC core

In addition to the IBCC, students must complete a career-related study in the last two years of secondary education.

Nature of the IBCC

The Diploma Programme courses

IBCC students are expected to study two or more Diploma Programme courses. The courses can be studied at higher level (HL) and/or standard level (SL). The courses can be chosen from any hexagon group and can even come from the same group should the student want to specialize in a particular field of study. If, for example, a student's career-related study is outdoor education, the student should be encouraged to take geography and environmental systems and societies from the list of Diploma Programme courses available. Equally, if a student were studying engineering as part of his or her career-related studies, physics and design technology would be appropriate courses.

The only restriction on course combination with regard to the Diploma Programme courses in the IBCC is that a student is not allowed to do more than one mathematics course from group 5.

Please note that IBCC students are only permitted to study one DP course online. IBCC students can only take one Standard Level (SL) anticipated course which must be completed in the first year of a two-year IBCC course of study. Also, IBCC students cannot study a DP pilot course, an SBS (school-based syllabus) course, or the DP core elements of theory of knowledge, creativity, action, service and extended essay.

The IBCC core

The core is a required element and is at the heart of the IBCC. It enables students to enhance their personal and interpersonal development, with an emphasis on experiential learning. While challenging, the core should also be enjoyable and provide students with a combination of academic and practical skills that will serve them well in their future lives.

For student development to occur, the core should:

- empower students to be responsible for their own learning and development
- challenge students to establish and achieve meaningful goals
- provide students with flexible strategies to deal with familiar and unfamiliar situations
- involve authentic activities that allow students to develop the capacity, and the will, to make a difference
- give students the opportunity to learn, plan, act and reflect
- develop both practical and intellectual skills.

The programme core has four components.

Approaches to learning: Students must participate in a course that emphasizes critical thinking, personal and interpersonal development, problem-solving and the acquisition of practical skills.

Community and service: Students must liaise with members of the community and undertake unpaid and voluntary activities that help the community and that have a learning benefit to the student. The rights, dignity and autonomy of all those involved are respected.

Language development: Students must improve their language proficiency in a target language other than their best/mother tongue language.

Reflective project: Students must plan and create a project that draws together key aspects of their studies, including the career-related study, approaches to learning and community and service.

Concurrency of learning is important in the IBCC. The core activities should take place throughout the duration of the student's studies, however, the reflective project is submitted at the end of the two years. The school is responsible for developing appropriate programmes that will fulfill all the requirements specified in this guide for each component of the core. It is suggested that a minimum of 230 hours should be set aside for the core over the two years of the IBCC. The 230 hours should be divided among the four components of the core in the following way (hours are all approximate): reflective project (40 hours), approaches to learning (90 hours), community and service (50 hours), language development (50 hours).

It is the quality, rather than the quantity, of the core activities that is important. "Hour counting" is to be discouraged and, consequently, the emphasis should be on achieving learning outcomes.

The IBCC and the IB learner profile

The core provides the main opportunity in the IBCC to develop many of the characteristics and attributes described in the IB learner profile.

Prior learning

It is neither expected nor required that specific courses have been studied for national or international qualifications in preparation for the core of the IBCC. However, there may be prior learning requirements for the individual IB Diploma Programme courses chosen as part of the wider IBCC framework. Students should consult with the relevant IB subject guides for information relating to the prior learning relevant to their chosen IB Diploma Programme courses.

Links to the MYP

There are two areas in particular in which IBCC students can build on prior learning in the MYP: the approaches to learning skills of thinking and reflection. The development of thinking skills is inherent within the IBCC core, with an emphasis on ethical thinking, critical thinking, creative thinking and problem-solving. The core also requires significant reflection, where students review, describe, communicate and learn from their experiences.

The IBCC also builds on the use of technology in the MYP. This involves the use of effective search skills to access relevant information from the internet, the effective management of data and the presentation of information in a range of forms to a specified audience.

In addition, the IBCC uses the language phases of the MYP to gauge a student's language development.

IBCC and the international dimension

The core builds on other international dimensions experienced by IBCC students, particularly when studying the Diploma Programme courses. IBCC students are encouraged to view aspects of their studies in a broad, global context. They are challenged to become internationally minded and culturally aware. IBCC students should be reminded, however, that often it is just as important to look closer to home. Working with people from different social and cultural backgrounds in the local context can do as much to foster international-mindedness and mutual understanding as large international projects.

Intercultural learning within the IBCC

Intercultural learning in the classroom is a process that changes the behaviours and attitudes of students in all aspects of their lives. Students move from a position of ignorance to a position of advocacy. It begins when students become more aware of their own culture. Analysing the factors that help determine an individual's culture provides the tools for that individual to help understand his or her own identity. This, in turn, frees that individual to understand and embrace other cultures and people who are different. Intercultural learning is a priority within the IBCC core.

The IBCC and an ethical education

Ethical education takes place in all components of the certificate and the core is no exception. The core provides a major opportunity for ethical education, conceived as involving principles, attitudes and codes of behaviour. While there are ethical principles embodied in the IB mission statement and learner profile, the emphasis in the core is on helping students to develop their own identities and beliefs. Various ethical issues will arise, either implicitly or explicitly, in the course of core activities, and may be experienced as challenges to individual student's ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of the IBCC core, schools have a specific responsibility to help students think, feel and act their way through ethical issues, particularly in view of the reflective project criteria.

The IBCC and progression opportunities

While the rationale for this qualification is that it is career-related and, therefore, to a significant extent focused on the career-related elements of a student's educational experience, the IBCC has been designed to provide students access to multiple pathways.

The detailed knowledge, skills and understanding gained from studying the Diploma Programme courses, the IBCC core and the career-related study provide opportunities for the following.

- **Employment:** The transferrable skills fostered in the approaches to learning combined with the specific knowledge and skills developed in the student's career-related studies provide the opportunity for students to move directly into employment in their chosen field.
- **Apprenticeships:** In many countries apprenticeship schemes are available where students are given on-the-job training as well as classroom instruction in a particular craft or trade.
- **Further education:** Students may wish to continue their education at educational institutions that specialize in their chosen field of study.
- **Higher education:** The mix of career-related skills combined with the knowledge and skills obtained from studying the Diploma Programme courses allows students access to higher education institutions such as universities and colleges.

Rationale for the IBCC

The IBCC is a unique initiative, designed to provide students with a range of experiences in their upper secondary education.

The certificate offers a learning and assessment framework that promotes access, school retention, responsibility, development, reflection and achievement.

The certificate itself:

- provides flexibility to allow for local differences
- is relevant and creative
- sets appropriate and achievable goals
- encourages significant school and student input in the curriculum and assessment
- provides breadth and balance.

Details of the IBCC core

Principles behind the provision of the core

The following principles must be followed by schools offering the IBCC:

- The IB provides the curriculum and assessment framework for the core.
- The school determines the nature of the delivery of the core.
- The school determines its own assessment for the approaches to learning, language development and community and service components.
- The school will assess the reflective project based on the assessment criteria determined by the IB, however, a sample of the school's reflective projects will be moderated by the IB.
- Each school should recognize and accept its responsibilities and obligations to provide a safe and healthy environment, and is ultimately responsible for the health and safety of students and staff involved in the IBCC.

Aims of the core

The core aims to develop students who are:

- thoughtful and active citizens
- responsible for their own learning and development
- competent and confident communicators
- reflective, creative and critical thinkers
- aware of our shared human condition
- able to establish a sense of identity in a context of time and place
- prepared to think about the needs, perspectives, values and attitudes of other people
- active participants in their own intercultural learning.

Learning outcomes

The learning outcomes are different from assessment objectives because they are not rated on a scale. Learning outcomes are desirable outcomes that have been achieved, either fully or in part, after experiencing the core activities. When a school assesses the core it must consider whether or not there is evidence of the following outcomes having been achieved.

- The student has developed a sense of social awareness, community involvement and social action. The student is able to recognize a need in the community and most importantly is prepared to act to make a difference.
- The student has recognized issues of equity, justice and responsibility. It is important that the student is able to look beyond himself or herself and recognize issues of inequity and injustice both locally and internationally.

- The student has developed greater intercultural communicative competence. The student's behaviours and attitudes towards people from different cultures have changed in a positive way.
- The student has increased awareness of his or her own strengths and areas for growth. The student is able to see himself or herself as an individual with various skills and abilities, some more developed than others. The student has grown in self-esteem and confidence and understands that he or she can make choices about how to move forward.
- The student has undertaken new challenges. A new challenge may be an unfamiliar activity, or an extension to an existing one.
- The student has planned and initiated activities. This can be shown in activities that are part of larger projects, for example, service learning activities in the local community, as well as small student-led activities. Also, the student has received feedback and acted upon it.
- The student has worked collaboratively with others. Collaboration can be shown in many different activities, such as working in teams to help the local community resolve a problem and then thinking about preventing the problem from happening again.
- The student has shown perseverance and commitment. At the very least, this implies attending regularly, completing assigned tasks and accepting a share of the responsibility for dealing with problems that arise.
- The student has engaged with issues of global importance. The student may be involved in international projects but, at the very least, the student has developed a sense of international-mindedness and global citizenship.
- The student has considered the ethical implications of his or her actions. Ethical issues arise throughout the core activities, and the student must show that ethical principles have played a role in decision-making.

Some of these outcomes may be demonstrated many times in a variety of activities, and others occasionally, but there must be **some** evidence of every outcome.

The focus on learning outcomes emphasizes that it is the quality of the core and its contribution to the student's development that is of most importance.

Principles of teaching

- Teachers involved in the core should be aware of its educational provision in relation to the career qualification in order to understand some of the most pertinent issues for the students.
- The voice of the learner is at the forefront of the learning process, not the voice of the teacher. The teacher is the guide and facilitator in the process of student learning.
- The teacher understands the learner's position and engages the learner's current understanding.

Experiential learning

The IBCC is grounded in the principle of experiential learning. In very simple terms, experiential learning refers to any kind of learning based on experience. It is the idea that people can learn very effectively through direct, hands-on experiences.

Experiential learning is often represented by an experiential learning cycle (most commonly represented by David Kolb's experiential learning model) that models a structured learning process. The IBCC is represented by a three-stage learning cycle (see Figure 1).

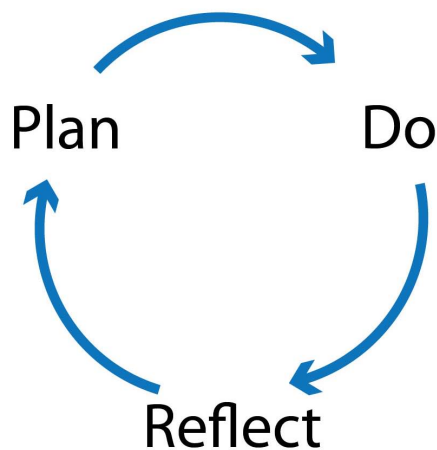


Figure 1
Three-stage learning cycle

The learning cycle suggests that there is more than just the experience itself involved in experiential learning. The experience is accompanied by facilitated cognitive thinking and the need to adapt or change in light of the experience before acting again.

Plan

Students identify goals and, based on previous experience, develop a plan for future experience.

Do

This is the concrete experience where students actually do something, and is based on the Confucian quote from around 450 BCE: "Tell me, and I will forget. Show me and I may remember. Involve me, and I will understand."

Reflect

This is where the student reviews his or her experience, evaluates actions and synthesizes new understandings.

The cycle is continuous therefore the starting point will vary.

Assessment

Assessment is an integral part of the teaching and learning process. There are two forms of assessment used in the core: formative assessment and summative assessment.

Formative assessment

Formative assessment is regularly used to judge the effectiveness of both the teaching and learning processes and is essential to ensure teachers and students are able to identify their strengths and weaknesses. Formative assessment should be used for community and service and for approaches to learning. Examples of formative assessment include: observations, journals, discussion forums, question and answer sessions, peer-review, self-evaluation, essays, and coursework comments. Formative assessment is a self-reflective process that relies on feedback to students as part of the learning process. The feedback is focused on the quality of the student's work and on how to improve, rather than on any comparison with other students.

Some guidelines for formative assessment are provided below.

Establish goals

- Each task needs to be set by the teacher with the learning outcomes (see "Learning outcomes" section) in mind. There should be a mixture of individual and group tasks.
- Milestones may need to be established depending on the nature and length of the task.
- The goals for each task need to be negotiated—obviously the teacher has key goals in mind but must facilitate discussion so that consensus is achieved.
- Emphasize the learning goals rather than performance goals.
- Do not have an excessive number of goals.

Provide appropriate external feedback

- Teacher feedback is essential given the perceived role and position of the teacher in the educational experience.
- Peer feedback could also be part of the experience.
- Feedback should be related to the learning goals.
- Feedback should be timely (not delayed).
- Feedback should focus on strengths but should also acknowledge areas in need of improvement (do not be too critical) and should offer corrective advice.
- Limit the amount of feedback so that it is "taken on board"—too much feedback overwhelms and is ignored.
- Feedback should be provided prior to final submissions and presentations (depending on the task/activity)—this gives students the opportunity to learn and apply.

Encourage self-assessment and reflection

- Emphasize the need for self-assessment and reflection after external feedback.
- The frequency of self-assessment and reflection depends on the length of the task.
- With larger tasks, self-assessment and reflection should occur when milestones have been reached.

Summative assessment

Summative assessment is the judgment made by the teacher of the standard of achievement reached by each student. Summative assessment is used for the reflective project and is based on predetermined assessment criteria. The reflective project will be internally assessed and externally moderated by the IB.

Introduction to approaches to learning

Approaches to learning is designed to introduce students to life skills and to help students operate in a variety of contexts, now and in the future.

The development of many of these skills must be part of a discrete “approaches to learning” course. However, while many of the skills in the course can be taught in a classroom environment, other skills and attitudes cannot be taught in a didactic sense and so require students to be involved in activities outside the classroom that foster their development. Schools may find that they can incorporate or embed some skills into other areas, for example, within the community and service programme or within aspects of the career-related studies.

The approaches to learning course should not only develop skills, but also attitudes. In the context of the IBCC, the term “attitudes” refers to dispositions or attributes. These are the values that underpin the behaviour of people. The approaches to learning course aims to develop personal qualities and values as exemplified in the learner profile. Other attributes that should be encouraged by the course include responsibility, perseverance, resilience, self-esteem and honesty.

Each school should design its own unique approaches to learning course based on the framework and teaching ideas presented in this guide. It is very important, when designing the course, to emphasize current events and issues as much as possible as this will provide relevance and context for students.

This guide provides an outline of the topics that should be taught as part of an approaches to learning course. Details of the topics are provided in the form of curriculum questions that could be explored in the course (see the “Outline of skills” section). Some possible pedagogical approaches are found in the “Teaching resources and strategies” sections that appear below the curriculum questions relating to each topic.

The school has significant flexibility over deciding the structure of the course. This will depend on many factors including how much can be, or is already, embedded into other areas of the students’ studies. However, while flexibility in design is encouraged, intercultural awareness, ethical thinking and critical thinking must be focal points in the school-designed course.

Approaches to learning and the career-related context

Given that the IBCC is designed to complement a career-related course of study; the emphasis is on skills development for the workplace, knowing that these skills are transferable skills and can be applied in a range of situations.

It is very important that schools design and develop approaches to learning courses that reflect the career-related studies of the students. Where possible each school should design a course with the specific career-related studies of their students in mind.

Aims

The aims of the approaches to learning component are for the student to develop:

- good intellectual habits
- practical problem-solving skills
- self-awareness and an appreciation of identity, individual strengths and individual limitations
- an appreciation of ethical issues relating to his or her personal, social and work experience
- an awareness of his or her own perspective as one of many perspectives, and one that has been shaped by contingent cultural factors
- intercultural awareness
- the skill of communicating clearly and coherently
- personal and interpersonal skills for the workplace and beyond
- the skills of reflection and critical thinking in personal, social and professional situations
- an understanding that many questions, issues or problems do not always have simple right or wrong answers.

Approaches to learning and intercultural learning

An ignorance of other cultures can, and does, lead to negative consequences, including the development of stereotypes and conflict. It is, therefore, vitally important that intercultural learning becomes a focus in the approaches to learning course. When designing approaches to learning, schools must not treat intercultural awareness in a narrow and reductive way in the details of the course. Intercultural learning must hold pride of place in the IBCC curriculum.

An interculturally responsive curriculum:

- connects to each student's cultural background
- values the contributions and perspectives of every person in the classroom
- identifies those aspects of the group's culture that are important to its members
- is effective in both monocultural and multicultural classrooms
- helps students make connections between local and global identities
- encourages active engagement in promoting intercultural connections.

We want to empower people, to raise their awareness about exploitation, manipulation, prejudice and abuse, and move them to act upon this awareness. In other words, we want to provoke a transformational response.

O'Regan, 2010

The approaches to learning model

The approaches to learning course should be based around the model in figure 2.



Figure 2
Approaches to learning model

At the heart of the model is the learner. The learner uses a range of skills to make sense of the world around us. These skills are strategies or tools that are used to help explain the totality of our experiences in the different contexts of everyday life. Crucial to the model is the ability of the learner to reflect on the effectiveness of the skills used.

The learner

The learner, in this case the student, must be the focus of this component of the core, and so is at the centre of the model. The learner should be challenged with questions such as: Who am I? What can I be certain of? What are my values? What are my prejudices? What are my strengths and weaknesses?

Learning is about change. It involves acquiring new knowledge, developing new skills and recognizing more about oneself and others.

Learning involves active participation by the learner. It is not a passive process. Listening, reflecting, questioning and communicating are just some examples of strategies adopted by the lifelong learner.

It is generally recognized that learners differ in how they learn and so students should, at this stage, be introduced to different ways of learning (as opposed to cognitive abilities and the capacity to learn).

Teaching resources and strategies

Please note the website addresses given here were functioning at the time of writing this guide.

Students could complete a values inventory that identifies their social and political views and places them in a context. This can then be used to generate a discussion about what values are, where they come from and the notion of absolute and relative values.

Students could be exposed to various theories of learning, including: learning styles, multiple intelligences and left brain/right brain.

The website http://www.gp-training.net/training/educational_theory/reflective_learning/learning_styles/introduction.htm gives a very good introduction to a number of theories on learning that students might find interesting. It would allow for comparison and discussion.

The website <http://www.ldpride.net/learningstyles.MI.htm> provides a number of activities that students might enjoy, including finding their dominant learning style.

Details of approaches to learning

Outline of skills

The following boxes outline the four areas that are to be emphasized in an approaches to learning course, together with some examples of the detail within each area that could be explored.

Thinking	
Ethical thinking	<ul style="list-style-type: none"> • Personal and professional values • Different cultural values • Universal values • The ethical dimension
Critical thinking	<ul style="list-style-type: none"> • Characteristics of the critical thinker • Aspects of critical thinking • Critical thinking skills
Creative thinking	<ul style="list-style-type: none"> • Comparison with critical thinking
Problem-solving	<ul style="list-style-type: none"> • The problem-solving process
Lateral thinking	<ul style="list-style-type: none"> • Parallel thinking, concept mapping and brainstorming

Intercultural understanding	
Your culture	<ul style="list-style-type: none"> • Your cultural profile • Your cultural characteristics
Other cultures	<ul style="list-style-type: none"> • Cultural differences • Impacts on culture
Language and culture	<ul style="list-style-type: none"> • Language and communication • Language use • Language profile
Intercultural engagement	<ul style="list-style-type: none"> • Cultural interaction • Cultural perspectives • Cultural intelligence

Communication	
Interpersonal communication skills	<ul style="list-style-type: none"> • Group dynamics • Listening attentively • Non-verbal cues • Empathy • Conflict resolution • Leading others
Formal writing skills	<ul style="list-style-type: none"> • Research • Writing essays and reports
Presentation skills	<ul style="list-style-type: none"> • Appropriate use of IT • Speaking to an audience
Numeracy skills	<ul style="list-style-type: none"> • Manipulating numbers • Applying basic mathematical techniques to a variety of practical situations
IT skills	<ul style="list-style-type: none"> • When and how to use information technology

Personal development	
Emotional intelligence	<ul style="list-style-type: none"> • Emotional Quotient (EQ) compared to the Intelligence Quotient (IQ)
Domains of emotional intelligence	<ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationships management
Process skills	<ul style="list-style-type: none"> • Change management • Organizational skills • Time management • Commitment • Decision-making • Self-appraisal

Thinking

Ethical thinking

Questions to consider could include:

- What is the relationship between ethical behaviour and values?
- What are values?
- What determines an individual's personal values?
- In what ways do personal values differ from professional values?
- Why is an awareness of cultural values so important?
- Is it possible to have a set of universal values that applies to all people?
- Would you speak up when someone says something you find offensive?
- Is it considered stealing if you take soap and shampoo from a hotel?
- Is there any situation that justifies reading someone else's private journal?
- Do you agree that governments are justified in raising taxes to support the less well-off members of society?
- What are some examples of issues with an ethical dimension?
- What is intellectual property?
- Do you agree that succeeding through academic dishonesty is failing?
- Is freedom universal?
- How can ethics be taught without being "moralistic"?
- Could having an ethical viewpoint be considered cultural insensitivity in certain circumstances?

Teaching resources and strategies

As the focus of the reflective project is on an ethical dilemma associated with a specific issue, teachers should use this section of the approaches to learning course to introduce students to the idea of exploring issues from an ethical perspective.

The following websites may be of assistance.

- <http://www.goodworkproject.org>
- <http://www.gurusoftware.com/GuruNet/Personal/Topics/values.htm>
- <http://www.culturalvalues.org>
- http://www.hent.org/world/rss/files/ethics/ethics_values.htm

Students could be divided into groups and asked to develop a presentation that looks at both sides of an issue with an ethical dilemma. Appropriate feedback, with the reflective project in mind, would be critical to the success of this strategy.

A good and accessible introductory book on ethics is *How good people make tough decisions* by Rush Kidder.

Critical thinking

Questions to consider could include:

- What does it mean to be a critical thinker?
- Why is critical thinking sometimes called convergent thinking?
- In what sense is critical thinking a generic skill for life?
- Being curious, systematic, analytical, open-minded, fair-minded, sceptical and flexible are all attributes of the critical thinker. Why are each of them important?
- Why is it important to be critical of information sources?
- What is an argument and what kinds of argument exist?
- Does all verbal and written communication involve argument?
- What is the distinction between deductive and inductive reasoning?
- What are the common fallacies in reasoning?
- What are sophisms?
- What constitutes someone's perspective?
- Why is it important to recognize ethnocentrism and stereotypes?
- Is there a difference between personal bias and confirmation bias?
- How do ambiguities, emotive content, false implications and nomenclature distort reasoned argument?

Teaching resources and strategies

Most schools will emphasize this aspect of the thinking strand, and this is to be encouraged because the development of critical thinking skills in students should be given high priority in the provision of the core.

The Foundation for Critical Thinking (<http://www.criticalthinking.org>) is a valuable resource in the field of critical thinking.

Teachers may wish to take an issues approach to this section of the core. The website <http://www.osdemethodology.org.uk/osdemethodology.html> is a good site that encourages people to engage critically when exploring global issues and perspectives. Alternatively, teachers may take a themes-based approach, such as exploring the role of the critical thinker in each of the contexts outlined in the approaches to learning diagram (see figure 2), that is environments, communities, workplaces and technologies. Another approach to this section of the core is to take a theoretical approach by following the suggested structure in the boxes in the "Outline of skills" section.

This aspect of the course lends itself to data response work, where students are given information (for example, in the form of statistics, graphs, a newspaper article, an editorial, and so on) relating to a social issue. Questions are then considered. What does the information suggest? Can we trust the information? What counts as reliable information? Can we trust the source? Can statistics and graphs be manipulated?

Socratic questioning can also be used. A question is asked as a stimulus to reasoning and analysis of the reasoning. The questions will be on pertinent issues relating to the students' experience and should require high order thinking. For example, should law enforcement officers react the same way to different cultural and ethnic communities? This question is designed to explore ideas related to the limits of tolerance of different cultural perspectives and equality before the law.

Texts can be used to help navigate through some of the concepts involved in critical thinking skills. In fact, texts can, and should, be used to expose students to some of the broader issues explored in the approaches to learning course. Choose texts that are:

- simple—they are easy to understand
- readable—students will enjoy the stories
- profound—they allow us to discuss many realities of our world
- current—they explore topics that are still relevant today.

Some possible texts to consider as part of the approaches to learning course could include some of the following.

- *Brave New World* by Aldous Huxley
- *To Kill a Mockingbird* by Harper Lee
- *Double Helix* by Nancy Parker
- *Does my Head Look Big in This?* by Randa Abdel-Fattah
- *The Thing around your Neck* by Chimamanda Ngozi Adichie
- *Oryx and Crake* by Margaret Atwood
- *The Constant Gardener* by John le Carré
- *Malka* by Mirjam Pressler
- *Exodus* by Julie Bertagna
- *After the First Death* by Robert Cormier
- *The Kite Runner* by Khaled Hosseini
- *Pride of Baghdad* (a graphic novel) by Brian K Vaughan

Creative thinking

Questions to consider could include:

- What does it mean to be a creative thinker?
- How is creative thinking different from critical thinking?
- Why is creative thinking called divergent thinking?
- What are some of the attitudes that hinder or promote creativity?

Teaching resources and strategies

The following websites provide a number of creative ideas.

- <http://www.virtualsalt.com/crebook2.htm>
- <http://www.brainstorming.co.uk/tutorials/creativethinkingcontents.html>
- http://www.ahapuzzles.com/creative_thinking_1.htm

Problem-solving

Questions to consider could include:

- What do I see as the problem from the scenario given?
- What are the possible solutions?

- Which solution is best?
- How will the solution be implemented?
- What have I learned?

Teaching resources and strategies

The following websites provide a number of fun activities that will encourage students to think laterally and logically.

- <http://www.wilderdom.com/games/InitiativeGames.html>
- <http://www.pedagonet.com/brain/brainers.html>
- <http://www.theproblemsite.com>

Teachers could also take a case study approach to this area of the course.

The following websites are three among many that can be used to help design problem-based learning (PBL) scenarios that will enhance problem-solving skills in students.

- <http://capewest.ca/pbl.html>
- <http://www.usc.edu/hsc/dental/ccmb/usc-csp/mainpgscen.html>
- http://www.psychology.heacademy.ac.uk/docs/pdf/p20040422_pals.pdf

Software is available to help design PBL scenarios, for example, <http://www.sblinteractive.org>.

Students are required to use creative thinking to come up with a potential solution to a problem-based scenario. In each case, students use the problem-solving steps below to come up with a possible solution.

1. Identify the problem.
2. Generate possible solutions.
3. Evaluate possible solutions.
4. Select the best solution.

Lateral thinking

Questions to consider could include:

- What is lateral thinking?
- What do de Bono's six thinking hats represent?
- What are the benefits of using the "six hats" technique?
- What is meant when we say the brain works associatively as well as linearly?
- What is mind mapping?
- Who benefits most from mind mapping?
- Is brainstorming fundamentally an individual activity or a group activity?
- Is brainstorming an uninhibited forum for people to offer their views or does it follow a predetermined structure based on a set of rules?

Teaching resources and strategies

The *Six Thinking Hats Lessons for Schools* CD-ROM is a resource produced for schools and has some excellent activities and applications.

Students should be encouraged to create and draw their own mind maps as well as using mind mapping software, such as MindManager, Inspiration or FreeMind.

Intercultural understanding

Your culture

Questions to consider could include:

- What is culture?
- Why do you think culture is important?
- Can you belong to more than one culture?
- Do you know what culture you belong to?
- In terms of culture and cultural influences, how would you describe yourself?
- What are three customs that reflect your culture?
- What are some of the positive and negative aspects of your culture?
- How are families structured in your culture?
- What traditions are important in your culture?
- What languages are spoken in your culture?
- Who has the power in your culture and how do they get it?
- Who are your cultural heroes and why?

Teaching resources and strategies

The website <http://www.scribd.com/doc/18110466/Questions-to-Ask-About-Culture> is a valuable resource. It provides a range of questions that each student could respond to in terms of his or her culture.

Other cultures

Questions to consider could include:

- Why were/are the following body decorations/images used in certain cultures: tattoos; corseted waistbands; foot binding; black teeth; shaved heads?
- What is the role and importance of the following factors in the cultures of three different nations: food, clothing, traditions, animals and the natural world?
- How are geography and culture linked?
- What is colonialism and how has it impacted on the culture of other nations?
- How does religion help determine the cultural perspectives of different people?
- Why is it so important for some countries to honour their indigenous culture?
- How are metaphors used in different cultures?

Teaching resources and strategies

A snapshot of different cultures around the world can be found on www.buzzle.com/articles/different-cultures-of-the-world.html.

http://peacebuilding.caritas.org/index.php/Questions_Exploring_Cultures_Approach_to_Negotiation is an interesting exercise in comparing attitudes of people in different cultures.

The greatest resource that a teacher has at his or her disposal with respect to “other cultures” is the students themselves. Let them tell their stories.

Language and culture

Questions to consider could include:

- Do animals use language to communicate?
- In what ways do humans communicate? Consider the diversity of sounds in human language (for example, clicks, tonal languages), and the diversity of written symbols (for example, sign language, Braille and Morse).
- What are the origins of your mother tongue and two other languages?
- Are new languages “born”?
- Why do languages die?
- Where is your language on the language tree?
- What are some examples of non-verbal communication that differ between cultures?
- Why do people alter the way they use their language depending on the circumstances?
- What is political correctness?
- How can language be used in negative ways, for example, to stereotype, to bully, to gossip and to manipulate?
- Why are nouns male, female or gender-neutral in different languages?
- What is a language profile and what are the characteristics of your own personal language profile?
- What languages do you use?
- What can you do and not do with your languages?
- What is the relationship between personal language use (idiolect) and personal identity?
- Why is learning another language considered so important?
- Why is multilingualism preferred to bilingualism as a strategy in language teaching today?

Teaching resources and strategies

An excellent glossary of terms used in this topic can be found on <http://anthro.palomar.edu/language/>.

Teachers may want to use clips/films and other recordings to support the delivery of this section of the course.

Consider showing wildlife documentaries or clips from popular films dealing with certain issues to enable students to see semiotic systems in action. Ask students to reflect on their own semiotics expressed through dress. You may also wish to consider transcripts that use written symbols and discuss the relevance.

A host of free articles (they tend to have an academic focus) on language and communication can be found on <http://www.sciencedirect.com/science/journal/02715309>.

Schools are encouraged to subscribe to the journal *Language and Intercultural Communication*. There are four issues per year and it is published by Routledge. More details can be found on <http://www.tandf.co.uk/journals/1470-8477>.

Students could watch and read transcripts of political manifestos and persuasive speeches to analyse the linguistic tools that are employed to persuade audiences. Students can critically examine the media—<http://www.medialit.org> is a good reference for this.

A good source for political correctness is *Politically Correct Bedtime Stories: A Collection of Modern Tales for Our Life and Times* by James Finn Gardner.

The work of Lakoff and Johnson is interesting on the use of metaphors in language.

Ask students to consider what influences have had an impact on the personal language that they speak today. How has their language been influenced by culture, surroundings and society? The Council of Europe has good guidelines available at http://www.coe.int/T/DG4/Portfolio/?m=/main_pages/levels.html.

Students should be able to identify how they adapt their personal language and style depending on the situation and audience. Perhaps students could make recordings throughout a day of their conversations (with permission) and they can identify certain characteristics depending on who they are talking to (for example, friends, family, strangers, and teachers).

Intercultural engagement

Questions to consider could include:

- What do you understand by the phrase “a multicultural society”?
- Would you ever consider dating someone from another culture?
- What are some of the stereotypes that you have been taught about other cultural groups? Do you think these are valid and accepted by people in the other cultural groups?
- What is the danger of the “single story” about a culture?
- Are cultural boundaries being eroded as a result of greater access to the internet?
- What is popular culture?
- Can you give examples where cultures collide and the problems that arise?
- What are “third culture kids” and what problems do they face?
- A number of factors influence what we see (or want to see) and how we interpret events. What are some of these cultural factors?
- In what ways do different cultures have different perspectives on the following concepts: gender, academic honesty, child labour, human rights, death, family?
- What is “culture shock” and what is Schumann’s theory of acculturation?
- How can culture shock be minimized?
- In what ways can the cultural background of a person affect their values, beliefs and behaviour?
- In what sense is cultural intelligence different to cultural awareness?
- Howard Gardner coined the term “multiple intelligences”. What are his categories of multiple intelligences and who are some famous people closely aligned with each of the categories?
- Identify three of Gardner’s multiple intelligences that you believe are important elements of cultural intelligence. Why did you choose these three?
- What are some traits that make someone culturally intelligent?
- What are the dangers of “ethnocentrism” and “ethnorelativism” as extremes of our views on cultural differences?
- What behaviour is acceptable and unacceptable when travelling to certain countries?
- How could the following concepts differ from culture to culture: assertiveness; motivation; freedom; protocol; emotions; silence?
- Should we place a limit on tolerance of other cultures?

Teaching resources and strategies

It is crucial that students actively communicate and work with students from different cultures throughout this section of the course.

A good introduction to the topic of cultural aspects of communication is for students to view a short video on young men from Sudan travelling to the United States to start a new life available at <http://video.nationalgeographic.com/video/player/movies/god-grew-tired/cultural-differences-ggtu.html>.

A website with lots of excellent resources is <http://www.communicationandculture.co.uk>. While it is designed to support a UK course on communication and culture, it has a lot of material that can be used in an approaches to learning course.

The developmental model of intercultural sensitivity by Michael J Bennett available at <http://www.library.wisc.edu/EDVRC/docs/public/pdfs/SEEDReadings/intCulSens.pdf> is a possible theoretical starting point to discussions in this area.

Type the phrase “intercultural communication lesson plans” into a search engine such as Google and a huge range of sites and activities can be accessed.

With regards to developing intercultural awareness, a cross-cultural training handbook, by Kohls and Knight (Intercultural Press) has some really good ideas for classwork on intercultural awareness.

Expose students to language stereotypes in popular culture such as in the film “Shrek”.

Many students are caught between cultures. Let the student body hear about their experiences.

The issues associated with different cultural perspectives can be explored via literature and film, for example, the poems of Moniza Alvi, the novel *The Ancestor Game* by Alex Miller and the movie *Lost in Translation*.

Other good learning activities could include the following.

- Cultural assimilators—students are confronted with a culturally complex issue that is then viewed from different cultural perspectives. Students are then asked to respond to the different perspectives.
- Cultural capsules—descriptions (these could be written, oral or visual) of differences in cultures, with a set of questions designed to promote discussion.
- Role play—students are asked to perform a role play of an intercultural situation from the perspective of their own culture or another culture.
- Simulation games—designed to simulate “culture shock” where students experience cross-cultural problems arising from new and unfamiliar situations.
- Guest speakers—people from different cultures are invited into the classroom to talk about their intercultural experiences.

An interesting website to explore is <http://www.bbc.co.uk/dna/h2g2>. It is essentially a forum to discuss all sorts of issues affecting people living in a world where we are more aware of global or international issues. A good article on culture shock can be found on <http://www.bbc.co.uk/dna/h2g2/A2848359>.

The website http://www.1000ventures.com/business_guide/crosscuttings/cultural_intelligence.html provides good resources in this area, as does <http://nancy-longatan.suite101.com/cultural-values-in-the-multicultural-classroom-a114983>.

It is important that students from different cultural backgrounds are grouped together when undertaking activities. They should be asked to reflect on the experience.

Cooperative projects could be planned and organized between IBCC students from different countries.

Communication

Interpersonal communication skills

Questions to consider could include:

- Why is the ability to work in teams so valued?
- What is group think?
- What characteristics are required to lead and manage a team?
- Are there different perceptions of leadership based on age, gender and/or culture?
- Why are accepting responsibility and accepting criticism necessary attributes when working with other people?
- Is there a difference between being assertive and being aggressive?
- Why do some people say there is a difference between hearing and listening?
- Is it important to interpret body language?
- Should we “dress to impress”?
- Is there a distinction between empathy and sympathy?
- How can you understand someone without sharing his or her experiences?
- What are some of the causes of conflict between people?
- Should conflict be avoided?
- Are there strategies to manage and resolve conflict?

Teaching resources and strategies

This section of the course is a good opportunity to bring in role-playing activities to model effective and ineffective interpersonal communication strategies.

Another possible strategy is to provide the opportunity for students to work collaboratively in a stimulating environment. Encouraging students to attend a “development camp” can develop interpersonal skills and personal skills. This could be in the form of a two- or three-day camp (maybe even before the students start their approaches to learning studies) where students work together at simple tasks initially that then get progressively harder, including outdoor adventure or wilderness activities. Ensure that every student takes the lead in at least one activity. The key to the success of this type of camp is the emphasis on reflection related to the different activities, as well as inclusion and accessibility.

Formal writing skills

Questions to consider could include:

- How can someone find appropriate print and electronic literature resources?
- Are there strategies to synthesize all the information gathered?
- What are the various ways to collect information?
- Should research findings be related to the existing literature?
- What are the key qualities of a good essay?
- How do students avoid plagiarism?
- What is an abstract?

- When should footnotes or endnotes be used?
- Is there a difference between a list of references and a bibliography?
- Is there a particular style or structure that must be used when writing reports?

Teaching resources and strategies

As research is critical to the reflective project, teachers should spend time familiarizing students with the research process. The following websites may help.

- <http://www.sdst.org/rguide/approaching.html>
- <http://www.lib.washington.edu/uwill/research101/index.html>
- http://nb.wsd.wednet.edu/big6/big6_resources.htm

The website <http://homepages.inf.ed.ac.uk/jbednar/writingtips.html> has some good tips for formal writing.

Presentation skills

Questions to consider could include:

- In what ways can technology help and hinder communication?
- What type of visual tools are most effective in a presentation?
- If using Microsoft PowerPoint® to give a presentation, how many slides should be used?
- How can Web 2.0 tools and applications be incorporated into presentations?
- How do speeches that inform differ from speeches that persuade and speeches that entertain?
- Are there strategies that can be employed to minimize the fear of public speaking?
- How are you going to differentiate yourself from other presenters?
- How much should you rehearse your presentation?
- What is the “rule of three” and how can it be applied to a presentation?
- How important is body language when giving a presentation?
- When and how can the use of clichés, colloquial phrases, euphemisms, jargon, slang and redundancies lead to confusion?

Teaching resources and strategies

The website www.presentationmagazine.com/Essential_Presentation_skills.htm gives some good tips for presentations.

There are a number of very good videos on YouTube that give some sound advice on public speaking.

Numeracy skills

Questions to consider could include:

- How can you use numerical skills to check whether an answer obtained using a calculator is reasonable?
- When displaying data, how do you decide on which type of graph or table to use?
- How do you decide on what an appropriate level of accuracy in a final answer is?

- In which circumstances might you have to deal with:
 - very large numbers
 - very small numbers
 - negative numbers?
- When is it necessary to be very accurate in multi-stage calculations and when can you legitimately use approximate values?
- How do you decide on appropriate units to use?
- How can IT packages such as Microsoft Excel® help with complex calculations?
- Why is sampling important?
- What methods can you use to find probabilities?
- How do you choose a suitable scale for a graph or scale drawing?
- How do you deal with “outliers” in collected data?

Teaching resources and strategies

Teachers could access the Scottish Qualifications Authority (SQA) specifications on numeracy skills for the workplace.

Some texts to consider (EMPower Books) have been produced by TERC (Technical Education Research Centres) in the United States. Use the link below for more information; http://adultnumeracy.terc.edu/EMP_books.html.

IT skills

- Questions to consider could include:
- What is considered appropriate use of the internet in an educational context?
- How can you use the search tools provided on the internet to locate appropriate sources?
- What are the relative strengths and weaknesses of using different software packages such as spreadsheets, databases and presentations?
- How can e-learning and mobile learning (m-learning) be used to enhance learning?
- How good are your basic IT skills, that is, the skills that are demanded by employers and needed by students undertaking further education (for example, word processing, spreadsheets, presentation graphics, email, databases)?
- How important is it to have expertise in programming and database design?

Teaching resources and strategies

Get students to build a portfolio of all the IT skills they have and how these skills can be applied in the workplace.

Students could also do a research project on the IT skills that are likely to be in demand when they enter the workforce.

Personal development

Emotional intelligence

Questions to consider could include:

- What is emotional intelligence?
- Why is emotional intelligence considered important?
- How is the EQ different to the IQ?
- What number in the EQ is considered desirable?
- How meaningful and important are the IQ and EQ scores? In what sense are process skills different from the domains of emotional intelligence?

Teaching resources and strategies

Teachers should think about developing emotional literacy education in the school. The website <http://www.emotionalliteracyeducation.com/index.shtml> is a good website for ideas in this area. Students could also undertake an emotional intelligence test to determine their own EQ score.

Domains of emotional intelligence

Questions to consider could include:

- What are Daniel Goleman's 4 domains of emotional intelligence and what are his 19 categories of emotional intelligence?
- Can the domains of emotional intelligence be acquired and developed over time?

Teaching resources and strategies

Students could be asked to do a poster on emotional domains and emotional categories similar to the one found on <http://www.adb.org/documents/information/knowledge-solutions/understanding-developing-emotional-intelligence.pdf>.

Process skills

Questions to consider include:

- What factors have contributed to change over the last 20 years?
- What is the change curve and what reactions and behaviours are evident during the stages of change?
- Are there strategies to help people deal with the change process?
- In what ways do improved organizational skills, better time management, greater commitment, more decisive decision-making, and self-appraisal assist in the personal development of an individual?

Teaching resources and strategies

While some of the domains of emotional intelligence and some of the process skills may not be evident in many of our students, they can be acquired and developed over time. Students should be exposed to the concepts and introduced to a number of strategies to help them enhance the skills and competencies that are likely to lead to positive outcomes in a person's life. The website <http://www.businessballs.com> is a good starting point to explore some interesting and innovative ideas.

Context for the skills in approaches to learning

The skills that students acquire in this strand of the core need to be applied in various contexts. The four main global contexts that should be analysed are: technologies, communities, environments and workplaces. However, because of the nature of the IBCC, the dominant context should be the workplace with a focus on the specific area being studied in the career-related classes.

Some possible “big picture” issues and questions that could be explored are identified below.

Technologies
Thinking: How do you know what to believe on the internet?
Intercultural understanding: How does the cultural context affect the way in which technology is used?
Communication: What has been the impact of different communication media on language, dialogue and interaction?
Personal development: Electronic communication lacks an emotional context. What problem, if any, does this raise?

Communities
Thinking: Are so-called multicultural communities in fact fertile ground for stereotyping, racist behaviour and terrorist acts?
Intercultural understanding: How does our cultural setting influence the way we perceive those outside the dominant culture?
Communication: Have modern information systems homogenized and pluralized cultural identities?
Personal development: To what extent do individuals have a say in the decision-making processes within a nation?

Environments
Thinking: Sustainable development involves protection of non-renewable resources. Is nuclear energy a viable alternative to the use of fossil fuels?
Intercultural understanding: In what way is maintaining cultural identity a prerequisite for environmentally sustainable development?
Communication: What are some of the national and international agreements on biodiversity, recycling, renewable energy, global warming and deforestation, and have they been successfully implemented?
Personal development: More and more people are committed to helping environments. What duty do individuals have to reduce their “carbon footprint”?

Workplaces
Thinking: Group think can occur in very task-oriented and goal-driven organizations. How can it be avoided in the workplace?
Intercultural understanding: Why is cultural change in the workplace so difficult to achieve?
Communication: Every organization has its own distinct culture, which is reflected in its organizational structure. How does the nature of the organizational structure of a business affect communication within that business?
Personal development: It is now acknowledged that a person's values and character traits are good indicators of success in a working environment. How can a business promote emotional intelligence in the workplace?

Assessment

The nature of the assessment in the approaches to learning strand of the IBCC core is to be determined by the school. The assessment in this strand of the core, however, should be an aid to teaching and learning and, therefore, should be for formative purposes. Schools must report to the IB whether each student has satisfactorily completed approaches to learning or not.

Introduction to the reflective project

The reflective project is at the forefront, and the heart, of the core because it encapsulates the fundamental and most important elements of the certificate. It is what makes the IBCC so unique and so meaningful in the context of the student's career-related studies. It embodies each of the aims of the IBCC core that we hope to develop in our students.

From the IB's perspective, the reflective project allows formal assessment of the student's development in the two other components of the core, approaches to learning and community and service.

The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the course. It is the product of the student's own initiative and should reflect his or her experience of the IBCC. It is designed to draw together key elements of a student's wider scheme of study, specifically the career-related studies, community and service and approaches to learning.

Students need to identify an issue of interest that they would like to explore in greater depth that arises from their career-related studies. The issue may come to light, for example, in class discussions, through reading or work experience. Students identify an ethical dilemma associated with the issue and then undertake research on the ethical dilemma, including consultation with the local community. The end product will highlight the thinking skills and communication skills developed by students in their approaches to learning course by looking at both sides of an issue and then developing a well-reasoned argument based on appropriate supporting evidence.

The reflective project investigates and focuses on an ethical dimension of an issue arising from the student's complementary career-related studies. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides the student with an opportunity to engage in personal research under the guidance of a supervisor (a teacher in the school).

Students begin the project by identifying an issue that comes from their career-related studies. The following are examples of issues that could be chosen.

- Local authorities banning the use of jet skis on all waterways
- The growth of file-sharing networks to share copyrighted music
- Police tactics used during civil protests or demonstrations
- Government support for increased production of genetically modified (GM) food crops
- The decriminalization of assisted suicides for the terminally ill
- Hotels that prefer to employ young people from other countries

Once the issue has been identified, the student needs to explore an ethical dimension associated with the issue. It is the ethical dimension of the issue, and not the issue itself, which is the primary focus of the reflective project.

While most students will choose to write a formal essay, other possible formats for the project could be a website or web page, a PowerPoint® presentation, a dialogue, a short play, a short film, a storyboard or a series of photographs.

Whatever the nature of the project, the work must be presented in a format that can be electronically sent to, or accessed by, the IB for moderation purposes. The maximum word limit for the project is between 750 words and 3,000 words depending on the format of the reflective project (see “Formal requirements” section).

Students need to be informed about the project at the very beginning of the course and should be thinking about and working on the project throughout the course. The reflective project is to be submitted in one of the official languages of the IB: English, Spanish or French.

Aims

The aims of the project are to allow students to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical issue
- develop research and communication skills
- develop the skills of critical and creative thinking.

Supervision

It is the school’s responsibility to ensure that each student receives direct supervision from a qualified person in the school who can provide appropriate guidance and confirm the authenticity of the work submitted.

The supervisor is required to:

- provide the student with advice and guidance in the skills of undertaking research
- encourage and support the student through the research and writing of the project
- discuss the choice of topic with the student
- read and comment on the first draft only of the project (but does **not** edit the draft)
- monitor the progress of the project to offer guidance and to ensure that the project is the student’s own work, and read the final version to confirm its authenticity.

Responsibilities of the student

The student is required to:

- choose an issue with an ethical dimension that is related to his or her complementary career-related studies
- consult with the supervisor regarding the issue chosen
- meet deadlines
- address the assessment criteria
- acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

- start thinking about the issue at the beginning of the course
- plan how, when and where they will find material for their project
- plan a schedule for researching and producing the project, including time for delays and unforeseen problems
- record sources as the research progresses (rather than trying to reconstruct a list at the end)
- have a clear structure in mind for the project before beginning to write
- check and proofread the final version carefully
- ensure that all basic requirements are met.

Ethical guidelines for the reflective project

The following guidelines apply to research methods in the reflective project.

- Any research that creates anxiety, stress, pain or discomfort for participants is not permitted.
- Any research that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and must be shown the results of the research.
- Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school setting, the written consent of the teachers concerned must also be obtained.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- When working on the reflective project students must exercise the greatest sensitivity to local and international cultures.
- When working on the reflective project students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using electronic and internet sources, is subject to the same guidelines. Any data collected online must be deleted once the research is complete. Such data must not be used for any purpose other than the conduct of the research.

Details of the reflective project

Important aspects of the reflective project

The project requires the student to produce a structured piece of work that identifies, analyses, explores, critically discusses and evaluates an ethical dilemma arising from an issue associated with his or her career-related studies. Under no circumstances is the student allowed to use material in the reflective project that has already been submitted for another qualification.

In developing the project, students should:

- identify an issue
- show an awareness of an ethical dimension regarding the issue
- engage in critical discussion of the ethical dimension of the issue, which necessarily means examining differing viewpoints
- develop a personal and relevant evaluation of the ethical dimension of the issue.

While there is no prescribed structure for the project, the following features must be included.

1. The issue: The student needs to be able to explain the issue and place it in context. It is important to realize that the issue itself is not the primary focus of the reflective project.
2. The ethical dimension: The student needs to be able to examine the ethical dimension associated with the issue.
3. The research: The student needs to be able to provide evidence of research that supports the differing viewpoints on the ethical dimension. The research itself should be critically examined.

There are four main stages in the research process:

- Defining the purpose of the research, the objectives of the research and the research question(s)
 - Conducting a literature review
 - Designing appropriate data collection methods and analysing the data
 - Presenting the research findings.
4. An evaluation: The student needs to be able to evaluate the viewpoints on the ethical dimension and then to be able to articulate his or her own point of view based on reasoned argument.
 5. References, citations and a bibliography: The project is an academic piece of work and should be presented as such. This ensures intellectual honesty and allows the readers to source the evidence themselves. A reference acknowledges where information that has been used in the project has been obtained. A citation is a shorthand method of referencing, which is then linked to the bibliography. A bibliography is an alphabetical list of every source cited in the project. Further details on references, citations and bibliographies can be found in the *Extended essay guide* (published March 2007, updated December 2010).

Students should use a consistent style of referencing throughout the project, and it is recommended that the Harvard citation and referencing guide or the American Psychological Association (APA) style be used.

Appendices, footnotes and endnotes are not necessary but if used should be done so appropriately.

6. It is recommended that students create a “reflection space” where they record their thoughts on the aspects of the reflective project that specifically require reflection. The research space could be in the form of a journal or a blog. The purpose of the reflection space would be to support the student’s learning, thinking and critical analysis as well as providing the supervisor with a snapshot of the student’s thought processes on the nature of reflection in the reflective project.

Formal requirements

Format	Maximum length
Essay/dialogue/short play	3,000 words
Short film	10 minutes in length accompanied by a 750-word written report
Radio play/interview	10 minutes in length accompanied by a 1,500-word written report
Web page	5 single images accompanied by 2,500 words of written material
Microsoft PowerPoint® presentation	10 single slides accompanied by a 1,500-word written report
Storyboard/photographic presentation	15 single images accompanied by a 1,500-word written report

The written report should aim to cover the assessment criteria not addressed by the format used. It should also contain references to sources used.

Assessment

Summative assessment principles are used to assess the project.

- In line with its general assessment philosophy, the IB does not take a norm-referenced approach to assessment for the project; instead it uses a criterion-based approach. Students are, therefore, assessed against defined assessment criteria and not against other students. Teachers must use the assessment criteria published in this guide to assess student work internally.
- The descriptors for each criterion are hierarchical. When assessing each student’s work, teachers should read the descriptors, starting with level 0, until they reach a descriptor describing a level of achievement that best describes the work. Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best fits the student’s work. This means that a student’s work is likely to contain features denoted by a high level descriptor combined with features appropriate to a lower one.
- Only whole numbers should be used, not partial points such as fractions or decimals.
- The descriptors are a measure of performance and should not be considered as marks, although the descriptor levels are ultimately added together to obtain a total.

- The school should assess all projects. A sample will then be selected by the IB and sent to an external moderator for confirmation of the school's marks. The maximum score for the project is 30.
- The IB will award a grade based on the mark.

26–30	A
21–25	B
16–20	C
10–15	D
0–9	E
- Examiners will not read beyond the appropriate word limit when assessing the reflective project.
- Any student awarded a grade of E for the reflective project will not be awarded the IBCC.

Assessment criteria

Criterion A: The issue in context

This criterion assesses the student's knowledge and understanding of the issue as well as the ability to analyse diverse perspectives on the issue. Also, this criterion assesses the student's ability to contextualize the issue, which could be in terms of, for example, education, technology, politics, economics, the environment or the workplace.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The central issue is identified and the student shows an awareness of the context(s) of the issue, though this may be largely implicit. Overall, the project demonstrates basic knowledge and understanding of the issue, but may be dominated by one view.
2	The central issue is analysed from more than one perspective, though coverage may be uneven. Overall, the project demonstrates sound knowledge and understanding of the issue and its context(s).
3	The central issue is analysed from different perspectives and evaluated in a balanced way. Overall, the project demonstrates good knowledge and understanding of the issue with a clear sense of scope and context(s).

Criterion B: Community awareness

This criterion assesses the student's awareness and understanding of the impact of the issue on the community. The community could be local or global.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	There is evidence of engagement with the community that shows an awareness of the relevance of the issue chosen to community members, though this may not always be well integrated into the overall inquiry.
2	The engagement with the community is relevant and sustained, showing an understanding of the impact of the issue on community members and supporting points made in the inquiry.
3	The engagement with the community supports an analysis of the impact of the issue on community members and forms an integral part of the inquiry.

Criterion C: The ethical dimension of the issue

This criterion assesses the student's ability to explore the ethical dimension of the issue using a balanced approach.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The ethical dimension of the issue is identified and some of the implications explored, though this may be largely implicit. Different viewpoints are included though the presentation may be unbalanced.
2	The ethical dimension is explored explicitly, showing an understanding of the pros and cons of different viewpoints.
3	The ethical dimension of the issue is evaluated, showing an ability to justify the validity of both sides of the dilemma and balance them when drawing conclusions.

Criterion D: Cultural awareness

This criterion assesses the student's awareness of cultural influences on the ethical dimension of the issue.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Some awareness of how cultural perspectives can influence the ethical dimension of the issue is demonstrated, though this may be largely implicit.
2	Understanding of how cultural perspectives can influence the ethical dimension of the issue is demonstrated and supported, where appropriate, with relevant examples.
3	Analysis of how cultural perspectives can influence the ethical dimension of the issue is developed and integrated into the ideas presented.

Criterion E: Reasoning

This criterion assesses the student's reasoning processes, ability to evaluate material and ability to think logically.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	A basic argument is presented, but may not always be sustained, providing straightforward conclusions.
2	The argument is clear and reasoned with a consistent viewpoint maintained throughout. Where appropriate, the student is beginning to use deductive and inductive reasoning and demonstrates understanding of cause and effect. Conclusions made are logical and draw on the arguments and evidence presented.
3	The argument presents a clear and convincing evaluation of the issue, where appropriate using deductive and inductive reasoning to develop ideas and support conclusions. Conclusions made are logical, perceptive and concise.

Criterion F: Supporting evidence

This criterion assesses the student's ability to collect and use relevant information from a variety of sources.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Supporting evidence from different sources is provided, but may not always be relevant. The evidence is used to support arguments, though its provenance or bias may not always be taken into account.
2	A range of relevant evidence presenting different viewpoints is provided to contribute to an analysis of the issue. The student is able to distinguish fact from opinion and take account of value judgments and bias when using sources.
3	A wide range of evidence from sources providing contrasting views of the issue is provided and the views presented critically examined. The evidence forms an integral part of an in-depth analysis of the issue.

Criterion G: Student voice

This criterion assesses the student's ability to express a personal view on the issue using a range of relevant evidence.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The student is able to express a personal view of the issue, but this may not be developed.
2	The student is able to develop a personal view clearly, drawing on relevant evidence to support their position.
3	The student is able to express a precise, considered and, where appropriate, persuasive point of view drawing on a range of evidence to justify their position.

Criterion H: Reflection

This criterion assesses the student's ability to reflect on the insights gained through exploration of the issue.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Reflective statements relevant to the issue are included, but may not be developed.
2	Reflective statements begin to show the ability to recognize and explain insights gained through exploring the issue.
3	Reflective statements show the ability to analyse and evaluate insights gained through exploring the issue.

Criterion I: Communication

This criterion assesses the effectiveness of the language used in the project and the ability to communicate important terms, concepts, ideas and their application.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Language chosen is generally clear and rarely interferes with meaning. The student is able to use key terms, concepts and ideas, but these may not always be fully explained and there may be some evidence of misunderstanding.
2	Language chosen is appropriate and conveys meaning clearly. The student is able to explain key terms, concepts and ideas adequately.
3	Language chosen is clear and concise, supporting and developing meaning. The student explains key terms, concepts and ideas clearly and precisely and shows understanding through their application.

Criterion J: Presentation

This criterion assesses the ability to organize the project in terms of coherence and structure.

Documentation style is also assessed.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The project has a straightforward structure with sections organized by grouping together similar material, though the transitions between them may be awkward. References, citations and a bibliography are included, though these may be inconsistent and incomplete.
2	The project has a clear structure with sections connected to and leading on from each other. References, citations and a bibliography are included, though there may be occasional inconsistencies and omissions.
3	The project is organized to give clarity and cohesion to the ideas presented, with sections linking to present a coherent and convincing whole. References, citations and a bibliography are included, with errors or omissions occurring only rarely.

Introduction to community and service

The IB is committed to community and service. Its importance is reflected in the prominent role it has in all of the IB's programmes. Community and service should provide a vehicle for the foundations of a relationship between students and the community that emphasizes mutual benefit, and where the needs of the community are matched with the interests and skills of the students. A good community and service programme provides students with opportunities to use their existing skills and knowledge in real-life situations while helping to develop new skills and knowledge.

It is desirable, but not mandatory, for community and service activities to be linked to the student's career-related studies.

From the student's perspective, a community and service programme should help develop learning, responsibility, practical skills, social skills and a sense of caring for others.

The concept of community may be viewed from a local or international/global perspective and should emphasize communication and partnership between the student and the community.

The concept of service in the IBCC is based on the principles of **service learning**.

Aims

The aims of the community and service strand are to:

- provide a service that meets a community need
- develop working relationships with members of the community
- develop a sense of caring about, and a responsibility for, others
- facilitate active student reflection
- build on existing skills and develop new ones
- enhance the existing school curriculum.

Service learning

Service learning is authentic service in that it has the potential to transform or redefine a student's behaviour and actions within his or her personal values. It can change the student and the community for the better. Service learning is not volunteer work and it is not collecting money for charities, although these are considered worthwhile activities. A priority of service learning is that it uses community service as a vehicle for new learning that has academic value.

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

National Service-Learning Clearinghouse 2007

Service learning aligns service objectives with learning objectives and is accomplished by activities that encourage “self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content” (National Service-Learning Clearinghouse 2007).

Service learning in the IBCC can be represented by the model in figure 3.



Figure 3
Service learning model

The model suggests that service learning fosters positive outcomes in four key domains: knowledge development, personal development, social development and civic development.

1. Knowledge development refers to a deeper understanding of the nature, purpose and validity of knowledge. It should lead to improved cognitive and intellectual skills, while providing a richer context for student learning. An effective service learning programme will enhance academic engagement and achievement.
2. Personal development refers to the ability to tap into one's abilities and potential. It is likely to bring out an awareness of one's weaknesses, strengths, inner feelings and thoughts. The aim is to make students more self-aware, self-confident, self-directed and resilient.
3. Social development refers to the ability to interact and work with other individuals, and within groups. Issues of responsibility, commitment, independence, diversity of opinion, leadership, managing emotions and interpersonal relationships should be explored.
4. Civic development refers to becoming involved in community issues leading to prosocial behaviours. It should lead to increased awareness of community connections, community problems, citizenship and social responsibility.

Details of community and service

Service learning and experiential learning

Doing service learning helps students understand their connectedness to and importance in their communities as they experience the role of service provider (rather than the role of service receiver).

Berman 2006

The link between service learning and experiential learning becomes evident when students “individually, and in association with others, engage in direct encounter, then purposefully reflect upon, validate, transform, give personal meaning to and seek to integrate their different ways of knowing” (McGill, Warner Weil 1989).

The essence of service learning in the IBCC is experiential learning, as described in the “Experiential learning” section of this guide. Schools should base their service learning activities on the three stages of the learning cycle.

Plan

The first step of the planning process is to identify a community need appropriate to the service learning activity. Not only must it be something that meets a community need, but it must be something that the students can realistically achieve and it must be something that interests the students. The best way to come up with an appropriate activity is for the supervisor and the students to brainstorm ideas. Consider a variety of activities. It might be worthwhile to think about the causes behind each need. Students must also be made to think carefully about the academic learning that is to take place.

Once an activity has been confirmed, the next step in the planning process is to find a community partner. Students should be encouraged to draw on the knowledge of teachers, parents and peers. Students should meet with the partner and then work together to formulate a workable plan.

The final step in the planning process is to draw up a detailed plan. Students should be encouraged to adopt a project management approach to the activity. There are specific software packages that could be used for this purpose or students could design their own plan using a spreadsheet or even by word processing.

Do

This stage of the experiential learning cycle, as it applies to service learning, involves collaboration, giving and receiving feedback, action, flexibility, managing and leading the project, taking responsibility and problem-solving. The supervisor should always be on hand to support students through this stage of the process.

Reflect

For true learning to take place, some form of reflection must take place. Students need to think about the experience and produce something that expresses the experience they have had. Students should be encouraged to undertake cognitive reflection, affective reflection and process reflection (Elkind, Flasher 2007). Cognitive reflection asks the students to think about what they have learned in terms of new knowledge and skills. Affective reflection asks students to think about how the experience has affected them personally and how it may have affected others. Process reflection asks students to consider what they have learned from the process itself, including leading and managing a project, working with others and helping the community.

Appropriate reflection activities could include making a video, painting a mural, writing and performing a short play, writing a personal journal or writing a news article for the local newspaper or school newsletter.

Community and service in the IBCC

It is crucial that the community and service activities for each student are negotiated between the student and the designated community and service supervisor appointed by the school. The supervisor should act as a mentor advising and helping the student.

The key participants in any service learning activity are the students, the school-appointed supervisor and an individual or agency for the community, for example, a local government department, the local chamber of commerce or a service organization such as the Lions Club.

Community and service should be an ongoing experience and is expected to occur regularly throughout the length of the student's studies.

There are two aspects to the community and service strand of the IBCC core.

1. Community involvement directly related to the reflective project.
2. Service learning directly related to the needs of the community—students could undertake the service cooperatively or individually.

The reflective project requires students to identify an ethical issue that arises from their career-related studies. The issue should have community implications. Once the issue has been determined, students need to assign some of the time they devote to community and service to exploring the impact of the issue on the community.

In addition to the community involvement associated with the reflective project, students are expected to undertake service activities, and, in particular, service learning projects that satisfy community needs. It is most important, however, that student needs are considered as well. A good service project matches the needs of the community with the interests and skills of the students. It is a reciprocal relationship.

Community and service and the career-related context

It is strongly recommended that the service learning activities related to the needs of the community are based on the career-related studies of the student. If, for example, students are undertaking a course on health care as part of their career-related studies, service learning activities related to hospitals, health clinics, rehabilitation centres and nursing homes could be encouraged.

Examples of service learning

- A group of students in collaboration with the local community produces a mural in a public place. The mural itself reflects and celebrates the community, possibly in terms of its cultural heritage, its achievements or its future. Students would need to explore other examples of murals that have been produced to enhance the community and to discourage graffiti. They would also have to research the role of public art and the relationship between neighbourhood culture and art.
- A student could go to a local water source, for example, a lake or river and clean up a particular section. Samples of water in the affected area could be taken. The student could then learn about the various tests and examples of water pollution. The student could also examine the local history of waterways. The water could be tested and the findings communicated to the local council or sent to a local newspaper.
- A group of students, with community assistance, could design and create an eco-friendly garden. As part of the activity, students would learn about ecosystems. Any fruit or vegetables grown could be used in the school canteen or donated to community organizations.
- Students may find, in consultation with the local health authorities, that there is a need to raise awareness among members of the community of important health issues. The students could then study the background to specific health problems, for example, diabetes types 1 and 2, and then a public awareness campaign could be devised around different sectors of the community.
- Students become aware of a sharp fall in the numbers of “endangered species” in their local area. Students develop valuable research skills while learning about the biological and physiological make-up of different species. The students then develop a plan to provide a suitable habitat and enhance population growth. A plan is then devised to communicate the project to the local community.
- After discussions with local community representatives, the need to develop a website to increase awareness of the local museum is identified. This website might include the museum’s logo, general information, a map, photos, a newsletter, gift shop information and a virtual tour of the museum. Students would develop the site, and in so doing would improve their web design skills.
- A community-funded youth development programme requires an activities leader to help design and implement a new initiative that engages and empowers adolescents in the local area. The student who chose to take on this role would learn about adolescent behavioural problems while developing a variety of skills in areas such as conflict resolution, leadership and team building.
- Students may wish to add an international dimension to their community and service experience. A number of international organizations (for example, Amnesty International and relevant branches of the United Nations), non-governmental organizations (for example, Médecins Sans Frontières and World Vision) and registered charities (for example, Book Aid International, Theatre versus Oppression and The Memory Project) are available to assist.

Responsibilities

The responsibilities of the school are:

- to liaise with the community to develop a network of service learning contacts and partnerships
- to establish a core group of service learning teacher-mentors
- to make presentations and provide information to students about service learning
- to monitor the progress of students
- to provide feedback to students to help the students achieve their desired goals.

The responsibilities of the student are:

- to determine the nature of their own service learning activities
- to set up an initial meeting with community contacts, after initial consultation with the school's service learning teacher-mentor
- to plan and manage their own service learning
- to work with the community to achieve predetermined goals
- to reflect on the experience.

Assessment

The nature of the assessment in the community and service strand of the IBCC core is to be determined by the school. It is very strongly recommended that some form of reflection, such as a reflective journal, is part of the assessment. Schools must report to the IB whether each student has satisfactorily completed community and service or not.

Introduction to language development

The IBCC recognizes that students have diverse language profiles. They begin their IBCC studies with a range and variety of language learning experiences. Students may:

- already have knowledge of another language and skills for language learning
- have studied another language in their MYP or other middle school programme and wish to continue studying the same language
- have studied another language in their MYP or other middle school programme but wish to commence the study of a different language
- wish to continue with a language they started in primary school
- have no previous experience of learning another language prior to starting the IBCC
- have an identified special learning need and require special consideration for their language learning.

IBCC language development is designed to ensure that all students, no matter what their background, have access to and are exposed to a language programme that will assist and further their understanding of the wider world. It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages learners to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

Language development should, where possible, be appropriate for the context of the students' career-related studies. It should be challenging and enjoyable as well as relevant to a student's needs and aspirations. Language development should be designed to develop students' linguistic abilities through the development of receptive, productive and interactive skills.

- **Receptive skills:** the ability to comprehend straightforward written and spoken language. Receptive skills involve not only understanding the message but also its cultural and contextual connotations.
- **Productive skills:** the ability to write and speak the target language effectively. Productive skills involve producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.
- **Interactive skills:** the ability to understand and respond effectively to written and spoken language. Interactive skills involve not only conveying messages and responding to written and spoken language, but also demonstrating an awareness of social context.

Each individual student has a different starting point and different goals and needs in terms of their language proficiency. IBCC coordinators, in conjunction with teachers, are responsible for the placement of students and should ensure that, as far as possible, students are engaged in language development that is suited to their background and needs, and that will provide them with an appropriate academic challenge. Students from other countries may choose to learn the language of their host country. Other students may decide to study the language of another culture with future aspirations in mind. Some students may benefit from a language development course that complements the language their Diploma Programme and/or career-related studies are delivered in. The most important consideration is that language development should be a challenging educational experience and have a clear purpose for students.

All IBCC students are required to complete language development including students studying a Diploma Programme group 1 or group 2 course.

It is important that students are provided with all opportunities to fully engage with language development. Schools are encouraged to provide comprehensive language development wherever possible. There are a variety of ways in which students can undertake language development including, but not limited to, an extension to their group 1 or 2 course, through a school-designed language development course, through an external provider of language development or through monitored self-directed study. The IB recommends a minimum of 50 hours. However, the school can and should, if time and scheduling permit, provide a greater number of hours suitable to the student's aspirations for language development. The provision of language development is expected to run concurrently with the other elements of the IBCC core.

Successful completion of the language development component is a requirement for successful completion of the IBCC. Students need to document their learning activities and provide evidence of language engagement and development in a language portfolio.

Furthermore, the IBCC uses a framework of "language phases" as a means of identifying the level of proficiency in the target language. The language phases utilize common reference points with statements of expected performance within differentiated levels. The phases of language proficiency range from phase 1 where the learner is an emergent communicator to phase 6, being a proficient communicator. Each phase provides an overview of expected competencies. A best-fit approach is used to ascertain the language ability of a student.

Schools will be required to report to the IB whether a student has satisfactorily completed the requirements for language development. A school's provision for language development will be monitored by the IB.

Aims

Language development in the IBCC core accommodates the different levels of linguistic proficiency that students have when they begin their IBCC studies. There is a single set of language development aims which are applicable to all students.

The aims of language development are to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Language development and approaches to learning

Language development seeks to enhance intercultural understanding. Approaches to learning is integral to the IBCC, and the relationship between approaches to learning and language development is relevant and useful to the students. Learning an additional language involves linguistic, metalinguistic, sociolinguistic, pragmatic and intercultural skills and competencies. Therefore, teachers are challenged to make links between approaches to learning and language development that encourage consideration and reflection upon how these skills and competencies are acquired by the language learner and, equally, imparted by the teacher.

Approaches to learning incorporates four distinct areas: thinking, intercultural understanding, communication and personal development. Each of these areas can be utilized by the language development teacher in consultation with the approaches to learning teacher. Incorporating aspects of the approaches to learning course in language development would provide further relevance to the students of the interrelated nature of the elements of the IBCC core.

Each of the four areas of approaches to learning has relevance with language development.

- Thinking: explores the topics of ethical thinking, critical thinking, creative thinking, problem-solving, and lateral thinking. These topics would have a direct application to the ways in which a student learns and engages with language development.
- Intercultural understanding: provides a student with the background to the culture of the target language and enables a greater appreciation of language and culture.
- Communication: its focus on interpersonal communication, writing, presentation, numeracy and IT skills strengthens the relationship between language learning and language use.
- Personal development: forms the basis for self-reflection and explores the skills required to organize, manage time, make decisions, and manage change. Students are required to reflect on their journey in language development, and explore their goals and requirements in the language portfolio (see “Language portfolio” section).

Language development should use a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning.

Language development and the international dimension

The study of an additional language as part of the core adds to the international dimension of the IBCC. Within the core, intercultural understanding is a major element of language development. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, students investigate and reflect on cultural values and behaviours.

Language development can achieve this reflection on cultural values and behaviours in different ways. The course can be based on a theme relating to the students’ career-related studies, with an emphasis on the culture of the target language, thus fostering an international perspective. Language development, albeit at a basic level, seeks to develop intercultural understanding as well as to raise students’ awareness of the role language plays in their day-to-day lives.

Language development and the career-related context

The IB acknowledges the crucial role of language in an IB education and as a result is committed to the provision of language development for all IBCC students.

The IBCC is intended to be chosen as a course of study by students wishing to find an alternative pathway that provides progression to further education, higher education, apprenticeships or the world of work. To that end, the IBCC seeks to utilize aspects of the core to support the career-related studies of the student. While it is not a requirement of the IBCC, it is strongly recommended that the provision of language development relates to, or reflects, the career-related studies of a student.

Using language development as a means of supporting the career-related studies of a student provides a way for the student to explore how language is used in everyday situations. This exposure to ways of thinking and doing can enhance the opportunities for a student after the completion of the IBCC. Furthermore, the use of language development in support of career-related education directly relates to the IBCC aim of providing “students with a basis for further study, work and leisure through the use of an additional language”.

Details of language development

Designing a school-based language development course

The IB recognizes that, due to differences in language teaching traditions, schools and teachers should have the freedom to construct their own course of study and schemes of work. The language development course should be designed with a clear understanding of the students' prior experience of the language they wish to study.

In keeping with IB principles, teachers are encouraged to design their own course of study and to teach it in a way that takes into account the particular background, needs and interests of the students.

In designing a language development course of study teachers should pay particular attention to variety, integration, whole-class projects, learning beyond the classroom, transparency and personal development.

Teachers and students are required to use the language phases found in the language proficiency table as a means to determine a student's level of proficiency. A student can develop clear goals by profiling his or her language skills using the language phases.

Before and during the process of designing of a language development course, teachers should read the language development section of this guide, and ensure that the aims and objectives will be met. Furthermore, it is critical that the phases of language attainment are understood and incorporated into the course. In addition, teachers must consider the demands on the students when determining the nature, timing and scheduling of the language course.

The teaching of the language development course should be supported by the IB learner profile and the pedagogical principles that underpin the IB programmes: the promotion of critical and creative thinking skills, and learning how to learn.

The language development course should include one or more themes with each theme consisting of a variety of topics. These serve as the foundation for the development of the language. Through the study of interrelated themes, students will develop the skills necessary to fulfill the objectives of the course. Teachers are encouraged to adopt an integrated and cyclical approach to teaching. The topic of employment, for example, could be revisited at several stages of the course under different themes.

Possible themes and topics to be explored are outlined below.

Themes	Topics					
The individual	Daily routines	Personal details	Appearance	Health	Values and attitudes	Choice
Work	Jobs	Technology	Government	Personal finances	Economy	Law
Friendship	Peers	Friends	Family	Relationships	Activities	Social context
Travel	Transport	Directions	Currency	Cultures	Leisure	Food and drink

The following guidance is not prescriptive but is in keeping with teaching approaches that best reflect the underlying IB philosophy about language and learning. The IBCC language development course can be supported by teachers in the following ways (taken from the Diploma Programme *Language B guide* published February 2011).

- Use the language for communication. Give priority to developing a natural use of the target language that emphasizes fluency as well as accuracy.
- Debate meaning. Focus on meaning—this may be when language is the tool for communication in social interactions, or when the language itself is being studied.
- Show how form affects meaning. Focus on form as it relates to meaning. Form includes an awareness of grammatical and textual features related to meaning. Appropriate corrective feedback relevant to learners' needs and to maintaining a balance of fluency and accuracy is important here.
- Provide maximum exposure to the language. Use the target language whenever possible. For example, using the target language as the medium of instruction vastly increases learners' ability to comprehend.
- Learn phrases or "chunks". Provide chunks of formulaic language for rote learning in the early stages of language acquisition, as well as developing competence through the understanding of language rules.
- Encourage students to use the language actively. Provide varied and extensive opportunities for learners to practise and work with the target language through both oral and written tasks.
- Encourage students to interact in the target language. Provide opportunities for interaction in the target language so that learners have practice in using authentic dialogue. Task-focused, small-group work is an effective strategy for this.
- Introduce language appropriate to students' current level. Ensure that the target language being taught is at a level compatible with the learners' development. In this way new learning is effectively constructed upon prior knowledge.
- Address each student's individual needs. Ensure that teaching takes into consideration the differences between individual learners. This includes planning and differentiation for different learning styles, motivation, aptitude and stages of learning.
- Assess students' full range of abilities. Ensure assessment is comprehensive. It should value and address the free production of the target language, as well as controlled production.

Using external language development courses

Some schools may decide to not develop their own language courses for IBCC students and instead use an external course. While the IB does not recommend courses specifically, some examples of appropriate complementary language courses for IBCC students are outlined below.

Example 1—Australia

Overview	Certificate II in Foreign Language Studies. See http://vllc.com.au for more details.
Course details	This course is offered in 11 languages. In this course, students aim to become socially proficient in reading, listening to, speaking and writing the language. The language is studied for simple interactions in a work, travel or social situation.
Prerequisites	There are no language prerequisites for entry into this course.
Pathways	On successful completion of this course, students receive a certificate of completion and credit value towards their senior certificate. Students may progress to Certificate III and IV in Foreign Language Studies, which carry a vocational proficiency accreditation.
Mode of study	These courses are offered on-site, with a direct instruction approach, at various institutions with a recommended 75–100 completion hours.

Example 2—The United Kingdom

Overview	OCR Level 2 Certificate in Language—Assets Languages. See http://assetlanguages.org.uk for more details.
Course details	There are more than 30 languages that can be studied following this course's framework. In this course, students aim to study the language as part of lifelong learning with both recreational and/or vocational objectives.
Prerequisites	There are no language prerequisites for entry into this course. Students may start a new language study at entry level. Students may take a course at a more advanced level if they have studied the language previously in MYP or an equivalent secondary programme.
Pathways	On successful completion of this course, students receive a qualification awarded by OCR (http://www.ocr.org.uk). Students may progress to any number of language, literature and culture courses up to level 6. These courses serve as an end in themselves for students who wish to develop an independent use of the language or as a basis for further study and vocational training.
Mode of study	These courses are offered as a combination of direct classroom instruction in structured learning times and independent assignments with individual study time. Average of 50 recommended completion hours.

Example 3—The USA

Overview	PowerspeakK course (in language) level 1. See http://www.powerspeak.com for more details.
Course details	This course is offered in five languages. The main aim of this course is for academic development and enrichment through listening comprehension, oral production, reading and writing objectives, all designed to stimulate natural immersion.
Prerequisites	There are no language prerequisites for entry to this course. Students may start a new language study at level 1 or take a course at a more advanced level if they have studied the language previously in MYP or an equivalent secondary programme.
Pathways	On successful completion of this course, students receive written proof of academic credit from PowerspeakK Foreign Language School, which is accredited through the Northwest Accreditation Commission (NWAC). Students may progress to level II, III and Advanced Placement within the same course framework.
Mode of study	These courses are designed as online courses using a multimedia approach with online language teacher support. Students set up a self-paced calendar over a period of 90–180 days. Activities, oral and written exercises and assessments are completed in a virtual environment and submitted for computer grading.

The choice of the course is to be determined by the school, but it must adhere to the requirements of the IBCC.

Language Development and Diploma Programme group 2 learners

Should students choose to study a Diploma Programme group 2 course as one of their Diploma Programme course choices, they must still complete the language development component of the IBCC core. It is essential that the content of the provision of language development is an extension to the Diploma Programme group 2 coursework if both are based on the same target language.

The language development course must complement and extend the Diploma Programme group 2 course and should be designed by, or in consultation with, the Diploma Programme group 2 course language teacher. The content and outcomes of the extension course should reflect the career-related studies of the students if possible. Submitting the same work for both a Diploma Programme group 2 course and the language development course would constitute malpractice.

Ab initio learners

If students choose to study a Diploma Programme language ab initio course as part of their Diploma Programme course choices, they are still required to complete the language development component of the IBCC core. The language development course should be designed to complement and extend the students' study of an ab initio course. The content and outcomes of the extension course must reflect the career-related studies of the students wherever possible.

The language ab initio course is organized into three themes. Each theme has a list of topics that provide students with opportunities to practise and explore the language as well as to develop intercultural understanding. In order to complement and extend the ab initio course within the core, the language

development course teacher is required to add a fourth theme to the students' study. It should be a theme of the teachers and students choosing, however, the students must satisfy IBCC language development requirements in order to successfully complete the course.

The theme could involve different aspects of the students' career-related education including topics such as technology, communication, services, issues, principles, law and travel. Teachers must ensure that the topic studied is not one being covered in the ab initio course. Furthermore, teachers should design and incorporate tasks and assessments that complement, yet extend, those found in the Diploma Programme ab initio course. At the conclusion of the language development course, a student must be able to demonstrate language development based on the objectives and outcomes of the IBCC language development phases.

Language B learners

The language development course should be designed to complement and extend the students' study of a language B course. The content and details are of the teachers and students choosing, however, it must be different from that of the language B course. A student must satisfy IBCC language development requirements in order to successfully complete the course.

In designing the language development course for a student also studying a Diploma Programme language B course, the teacher may not use any of the prescribed core topics of language B. However, as Diploma Programme language B students select two options from a list of five topics in the language B syllabus, it is possible for the language development teacher to use one or more of the remaining topics. The language development teacher should liaise with the Diploma Programme language B teacher in deciding what topic to use. Furthermore, the language development teacher should focus on developing topics that are consistent with the career-related studies of the student where possible. The table below outlines the topics studied in language B and an example of possible topics for language development:

Language B core topics	Possible IBCC language development topics
Communication and media	One or more of the optional topics not studied in language B and/or one or more of the themes below.
Global issues	Government
Social relationships	Law
Language B options	Employment
Cultural diversity	Services
Customs and traditions	Travel
Health	Enterprise
Leisure	Society
Science and technology	Finance

A student who elects to study a Diploma Programme group 1 course is subject to the same conditions as that of a Diploma Programme group 2 course student. For further information contact the IB.

Language portfolio

Every IBCC student is required to maintain and complete a language portfolio by the end of the language development course. The language portfolio is used to chart a student's progress in developing language skills, intercultural experiences, and provides an opportunity for the student to develop reflective practice. The language portfolio is particularly useful for students who are learning a work-related language.

The language portfolio is for private use by the student to reflect on their learning; it is not an assessed document. Students may use the language portfolio as evidence of, and engagement with, their language of choice to a prospective employer or educational institution. Students are required to continually update their language portfolio during the course as a means of providing evidence that he or she is engaged in their language development. A nominated language teacher should check the language portfolio regularly and discuss the student's progress in language development. The IB may require a sample of language portfolios from a school at the end of the course to show evidence of language development.

The language portfolio plays a vital role in helping a student to understand their level of language competency, reflect on their language learning and intercultural skills, and provide evidence of developed language skills.

Using the language portfolio, students will map their language skills against the IBCC language phases. By doing so, students can understand their current abilities in a language, and understand what development may be possible during the language development course. Through self-assessment against the IBCC language phases, students are also assisting their teacher in determining the correct level of instruction and course design.

Furthermore, students will document their experiences and provide evidence of their language development in the course. Students can record the types of activities/tasks/assessments they have engaged in, reflect on their learning experiences and approaches to learning, discuss their understanding of other cultures, and consider their future goals with the target language. Certificates, assessments, examples of work, letters of acknowledgment and any other forms of evidence would provide proof of progress made.

The language portfolio demonstrates ability, engagement and evidence of language development and acquisition. Students should be encouraged to ensure that the language portfolio is up to date, relevant, reflective and comprehensive. It would be a valuable addition to a student's curriculum vitae/resumé for a prospective employer or educational institution.

Assessment

Teachers are encouraged to establish their own assessment criteria depending on the context of the assessment, the student, and the course.

The assessments offered should be varied and teachers must ensure students are explicitly aware of what is expected to ensure measurement of student achievement is valid, reliable, consistent, authentic and fair.

For each assessment, teachers are required to differentiate the descriptors according to what the students are expected to be able to demonstrate at the end of a course. The IBCC language phases can provide a range of differentiated statements suitable for the teacher to use as a basis for the design of assessment objective descriptors.

Suggested summative assessments include:

- Receptive skills: understanding of written texts, text-handling exercises.
- Productive skills: writing exercises.
- Receptive and productive skills: a piece of writing in the target language carried out in class under teacher supervision.
- Interactive skills: individual orals.

Authenticity

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and explain clearly to students that the work must be entirely their own.

Authenticity may be checked by discussion with the student on the content of the work, and by scrutiny of one or both of the following:

- the references cited
- the style of writing compared with work known to be that of the student.

For further details, refer to the IB publication *Academic honesty*.

Language phases

Please note that the following pages on language development in this section of the IBCC *Core guide* have been taken and adapted from the MYP *Language B guide* (March 2012). Teachers and supervisors of IBCC language development are encouraged to access the guide for further information.

The MYP *Language B guide* (March 2012) has organized a framework for teaching and learning in language B in the MYP to be read and used in conjunction with the document *MYP: From principles into practice* (August 2008). From September 2012, the language B subject group will be organized into six phases. The phases represent a developmental continuum of additional language learning (language B).

The IBCC uses the MYP language B phases and MYP language B global proficiency table to provide guidance to teachers and supervisors of language development in the IBCC core. Language development encourages students to improve or develop their language proficiency in a target language other than their best language or mother tongue language. To align with the MYP *Language B guide* (March 2012), in the context of this document, in IBCC language development the target language is referred to as language B.

The minimum requirement for satisfactory completion of IBCC language development is achievement of phase 1. However, it is the school which will determine the requirements for achievement of phase 1 based on the following information.

Six phases of language learning

Teaching and learning in language development is organized into six phases. The phases represent a developmental continuum of **additional** language learning. Students may commence their language development studies in any phase on the continuum and may exit from any phase on the continuum. However, teachers/supervisors must take note of the following stipulations.

- Students with no prior knowledge of the language B they wish to study in their IBCC language development studies should start in phase 1.
- It is assumed that students exiting from phase 4 have had the equivalent of at least four years of language B learning.
- Phase 6 will not be the exit level for most students of language development.

Note: The phases are not organized into age groups.

It is at the school's discretion to group students in the six phases. However, it is **essential to consider first and foremost a reasonable differentiation and manageable combination of proficiencies in one class**. The school should take into account the demands on the teacher to concentrate on the needs of all the students and to plan appropriate teaching strategies and learning experiences for all. To this end, it is **recommended** that students be grouped in no more than two consecutive phases together.

For example:

- beginner students of the language could be grouped in a phase 1 and 2 class together
- intermediate students of the language could be grouped in a phase 2 and 3 class together or a phase 3 and 4 class together
- proficient students could be grouped in a phase 4 and 5 class together or a phase 5 and 6 class together.

Teachers/supervisors may find it helpful to place students in an earlier phase as a transitional step before grouping them in two broader consecutive phases. For example:

- a number of students follow phase 1 objectives and learning experiences grouped in the class with phase 2 and 3. After a period of time within the school term or semester, the phase 1 students merge with the phase 2 and 3 group.

Teachers/supervisors are advised to consult Table 1 in the section headed “Language B global proficiency table” and the continuums in this guide when making these decisions.

Teachers/supervisors are in the best position to decide which phase a student will complete in order to satisfactorily complete the IBCC language development studies. A student must be placed in **one phase** that represents the best fit for that student even though the four skills (oral, visual, reading and writing) may not be demonstrated at the same proficiency level (phase). It is important for teachers/supervisors to place students in the correct phase of the target language (language B). The continuums and assessment criteria rubrics are essential tools in this process. Summative tasks that have been assessed using the interim assessment criteria provide crucial evidence.

Progression along the continuum

For the purpose of planning, teaching and assessment, the language B objectives are separated into the four communicative processes and are mapped on four corresponding continuums to show clearly the expectations for each phase.

Learning targets have been set for each phase. They indicate a standard that students are expected to reach in order to demonstrate readiness to progress to the next phase of learning.

As students progress through the six phases, they are expected to develop the competencies to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing **variety of audiences and purposes**. This is demonstrated by:

- the variety and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

Language B global proficiency table

The purpose of the language B global proficiency table is to provide teachers/supervisors with statements indicating the receptive, productive and interactive communicative competencies expected of students in each phase. It provides a holistic statement of an emergent communicator, a capable communicator and a proficient communicator. The characteristics of a communicator in each phase of the course are described through a statement explaining what the student **should be able to do by the end of the phase**.

The language B global proficiency table is both a reference and a tool. It states the language proficiency acquired in a broad sense and can assist teachers/supervisors in:

- identifying in which phase a student or a group of students will commence their IBCC language development studies
- identifying realistic goals for a student or a group of students by the final year of the IBCC, taking into consideration each school's unique context and structure
- determining language development groupings for each year of the IBCC
- interpreting and reporting on students' achievements in language development on the completion of the IBCC.

The following table will assist teachers/supervisors in placing students in an appropriate phase for language development. This is an overall expectation. The language development teacher/supervisor should ensure that, as far as possible, students are placed in a phase that:

- is most suited to the student's needs
- provides the opportunity for the student to achieve in the subject
- provides the student with an appropriate academic challenge.

When devising the MYP language B global proficiency table, the following international standards were used as a reference point.

- Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.
- American Council on the Teaching of Foreign Languages. *Standards for Foreign Language Learning in the 21st Century*.

Note: For examples of student profiles and case studies relating to the phases described in Table 1, please see the teacher support material to accompany the MYP *Language B guide* (March 2012).

MYP language B global proficiency table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions and infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Areas of communication

In IBCC language development, the purposes and targets for learning language are divided into three areas of communication.

- Oral communication
- Visual communication
- Written communication

The three areas of communication engage students in various productive, receptive and interactive processes. These are carried out simultaneously, wherever possible—not as discrete skills, but as interactional and transactional processes. The student is receiving, constructing, creating and sharing meaning, using language to relate to others as well as to communicate a message. Although students may learn the specific skills separately and explicitly (as organized in the objectives), students will demonstrate their understanding by applying and using various language processes in combination with each other, and in a range of authentic situations, for example:

- requesting and providing information
- giving and receiving ideas and opinions
- creating and sharing a suggestion, a solution or a story
- understanding and responding to a message or an idea
- listening to, and discussing, a problem
- viewing and interpreting an idea or issue presented.

The areas of communication are organized into four communicative processes. The four communicative processes become four objectives with four corresponding sets of criteria.

- Objective A—oral communication
- Objective B—visual interpretation
- Objective C—reading comprehension
- Objective D—writing

In order to meet the language B objectives, teachers/supervisors will need to concentrate on each of the macro-skills of language—listening, speaking, reading, writing and viewing—and to ensure that units planned provide ample opportunities to practise and develop all these skills.

Oral communication

Oral communication encompasses all aspects of **listening** and **speaking**. Oral skills are essential for language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. Oral language involves recognizing and using language appropriate to the audience and purpose (for example, the language used at home, the language of the classroom, formal and informal interactions, and the language of inquiry). Oral communication enables students to construct meaning through the process of articulating thoughts and internalizing meaning from speech in a variety of ways. Role plays, interviews, oral presentations, discussions, debates, lectures, speeches and drama are all examples of learning experiences in which students may engage in order to develop their oral communication skills both as speakers and listeners. Some oral communication tasks will involve a single, main speaker whereas other oral communication tasks will involve multiple, interacting speakers. Speakers may be face-to-face or digital participants in oral exchange.

Visual communication

Visual communication encompasses all aspects of **viewing** and presenting. Viewing (the receptive mode) and presenting (the expressive mode) mean **interpreting** visual text and multimedia in a variety of situations and for a range of purposes and audiences. Visual texts are constructed to convey meaning and engage viewers in accessing information and interpreting thoughts, ideas and feelings. They allow students to understand the interplay of image and language to convey cultural facts, ideas, values and attitudes. Visual texts may be paper, electronic or live, observable forms of communication constructed to present information; learning to interpret this information and to understand and use different media develops invaluable skills. Symbols and signs, graphs, tables, diagrams, leaflets, brochures, posters, advertisements, cartoons, comics, graphic novels, television programmes, films, music video clips, newspapers, magazines, websites and dramatic interpretations are all examples of visual text types with which students may engage in order to develop their visual interpretation skills.

Written communication

Written communication encompasses all aspects of **reading** and **writing**. Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, as well as the author's techniques and effects. The ability to read and comprehend fiction and non-fiction is essential for the process of inquiry. Students need to be able to identify, synthesize and apply useful and relevant information from written text. When students engage or interact with the text, they make connections, reflect on feelings and actions, imagine themselves in another's situation, gain perspectives and develop empathy.

Writing is a way of expressing ourselves. It allows us to develop, organize and communicate thoughts, feelings, ideas, opinions and information. Over time, writing involves developing a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and literary techniques, and applying them with increasing skill and effectiveness.

Fiction and non-fiction in a variety of genres, for example, short stories, novels, biographies, autobiographies, diaries, letters, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails, websites, brochures, leaflets, editorials, interviews, magazine articles, reports, instructions and guidelines are all examples of text types with which students may engage in order to develop their written communication skills both as readers and writers.

Note: This section has been adapted from the MYP *Language A guide* (January 2009: 5) and the PYP *Language scope and sequence* (February 2009: 8, 11, 15, 19).

Language B objectives

The objectives of language B state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The language B objectives are designed to enable the student to become multiliterate by developing their:

- oral literacy (oracy)
- visual literacy (visuacy)
- written literacy (literacy).

To be multiliterate is defined as being able to understand and use print-based and digital spoken, written and visual text. Meaning in text is constructed and presented in linguistic mode but also in visual, auditory, gestural and spatial mode (Evans et al 2008a: 2). These various modes must all be understood in combination with each other and are increasingly combined to construct meaning. Therefore, to be multiliterate not only requires an understanding of spoken, written and visual text but an understanding of the interplay of these various modes in a text.

The objectives are organized into the three areas of communication (oral, visual and written) and are further grouped into four communicative processes.

- Oral communication
- Visual interpretation
- Reading comprehension
- Writing

These four objectives are skills-based. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

Each phase of the four objectives is elaborated by several bullet-pointed strands. Each strand is an aspect or component of the whole objective and must be considered when planning, teaching, assessing and reporting on the student's language development and communicative competence. These aspects in language B focus on purpose, context and language control.

All strands in each objective should be addressed in each phase of the course, at **a conceptually and linguistically appropriate level for that phase**. These objectives relate directly to the assessment criteria found in the section headed "Language B assessment criteria" in the MYP *Language B guide* (March 2012).

A Oral communication

This objective encompasses all aspects of listening and speaking. It refers to enabling the student to construct meaning through the process of internalizing meaning and articulating thoughts using speech in a variety of ways in the target language.

The student is expected to be able to:

- listen for specific purposes
- respond to specific information
- interact socially
- speak for specific purposes.

B Visual interpretation

This objective involves the student in interpreting and constructing meaning from visual text to understand how images presented with oral and written text interact to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

The student is expected to be able to:

- interpret and engage with visual text that is presented with spoken and written text
- refer closely to the visual text, supporting his or her opinion and personal response with evidence and examples from the text.

C Reading comprehension

This objective refers to enabling the student to construct meaning from written text by making inferences and interpretations. Engaging with text requires the student to think creatively and critically about what is read, and to be aware of opinions, attitudes and cultural references presented in the text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

The student is expected to be able to:

- understand information
- interpret and engage with written text
- refer closely to the written text, supporting his or her opinion and personal response with evidence and examples from the text.

D Writing

This objective relates to the developmental process of writing.

The student is expected to be able to:

- organize and express thoughts, feelings, ideas, opinions and information in writing
- write for specific purposes
- develop accuracy when writing in the target language.

Phase 1 objectives

A Oral communication

At the end of phase 1, the student should be able to:

- **understand** and respond to simple, short spoken texts
- communicate information in a limited range of everyday situations
- request and provide information in a limited range of everyday situations
- use language appropriate to a very limited range of interpersonal and cultural contexts

- use some aspects of register in formal and informal oral communication
- use basic vocabulary accurately
- interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/ correct tone.

B Visual interpretation

At the end of phase 1, the student should be able to:

- **identify** basic messages presented in simple visual texts
- **identify** main ideas and supporting details in simple visual texts presented with spoken and/or written text
- **identify** specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text
- **recognize** basic visual conventions used in texts
- **understand** and respond to simple visual texts.

C Reading comprehension

At the end of phase 1, the student should be able to:

- **identify** basic facts in simple written texts
- **identify** main ideas and supporting details in written texts
- **recognize** basic aspects of format and style
- **understand** and respond to simple written texts.

D Writing

At the end of phase 1, the student should be able to:

- communicate information in a limited range of everyday situations
- request and provide information in a limited range of everyday situations
- use language appropriate to a very limited range of interpersonal and cultural contexts
- **understand** and use basic language conventions accurately
- use some aspects of register in formal and informal written communication.

Phase 2 objectives

A Oral communication

At the end of phase 2, the student should be able to:

- **understand** and respond to simple spoken texts
- communicate information containing relevant ideas and some details in a limited range of familiar situations
- request and provide information in a limited range of familiar situations
- use language appropriate to a limited range of interpersonal and cultural contexts

- use some aspects of register in formal and informal oral communication
- use basic language accurately
- interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 2, the student should be able to:

- **understand** messages presented in visual texts
- **understand** main ideas and supporting details in visual texts presented with spoken and/or written text
- **understand** specific information, ideas, opinions and attitudes, presented in visual with spoken and/or written text
- **recognize** visual conventions used in texts
- **understand** and respond to simple visual texts.

C Reading comprehension

At the end of phase 2, the student should be able to:

- **understand** basic facts in written texts
- **understand** main ideas and supporting details, and draw some conclusions from written texts
- **recognize** basic aspects of format and style
- **understand** and respond to simple written texts.

D Writing

At the end of phase 2, the student should be able to:

- communicate information containing relevant ideas and some details in a limited range of familiar situations
- request and provide information in a limited range of familiar situations
- use language appropriate to a limited range of interpersonal and cultural contexts
- **understand** and use basic language conventions accurately
- use some aspects of register in formal and informal written communication.

Phase 3 objectives

A Oral communication

At the end of phase 3, the student should be able to:

- **understand** and respond to a limited range of spoken texts
- communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations
- request and provide information in familiar and some unfamiliar situations

- use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences
- use appropriate register in formal and informal oral communication
- use language accurately
- interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 3, the student should be able to:

- **understand** information presented in visual texts
- **understand** main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **understand** specific information, ideas, opinions and attitudes, presented in visual with spoken and/or written text
- **understand** visual conventions used in texts
- **understand** and respond to a limited range of visual texts.

C Reading comprehension

At the end of phase 3, the student should be able to:

- **understand** specific information, ideas, opinions and attitudes, presented in written texts
- **understand** main ideas and supporting details, and draw conclusions from written texts
- **understand** aspects of format and style in texts
- **understand** and respond to a limited range of written texts.

D Writing

At the end of phase 3, the student should be able to:

- communicate information containing relevant ideas and some details in familiar and some unfamiliar situations
- request and provide information in familiar and some unfamiliar situations
- use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences
- **understand** and use language conventions accurately
- use appropriate register in formal and informal written communication.

Phase 4 objectives

A Oral communication

At the end of phase 4, the student should be able to:

- **understand, interpret** and respond to a range of spoken texts
- communicate information, ideas and opinions in familiar and unfamiliar situations
- request and provide information in a range of spoken contexts
- use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences
- use appropriate register in formal and informal oral communication
- use language accurately
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 4, the student should be able to:

- **construct meaning** from information presented in visual texts
- **construct meaning** from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **interpret** specific information, ideas, opinions and attitudes, presented in visual with spoken and/or written text
- **interpret** visual conventions used in texts
- **understand, interpret** and respond to a range of visual texts.

C Reading comprehension

At the end of phase 4, the student should be able to:

- **interpret** specific information, ideas, opinions and attitudes, presented in written texts
- **interpret** main ideas and supporting details, and draw conclusions from written texts
- **interpret** aspects of format and style in written texts
- **understand, interpret** and respond to a range of written texts.

D Writing

At the end of phase 4, the student should be able to:

- communicate information, ideas and opinions in familiar and unfamiliar situations
- request and provide information in a range of written contexts
- use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences
- **understand** and use language conventions accurately
- use appropriate register in formal and informal written communication.

Phase 5 objectives

A Oral communication

At the end of phase 5, the student should be able to:

- **understand, analyse** and respond to a range of spoken texts
- communicate information, ideas and opinions in social situations and some academic situations
- request and provide information in a range of spoken contexts
- use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences
- use appropriate register in formal and informal oral communication
- use language accurately and effectively
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 5, the student should be able to:

- **analyse** information presented in visual texts
- **analyse** main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **analyse** specific information, ideas, opinions and attitudes, presented in visual with spoken and/or written text
- **analyse** visual conventions used in texts
- **understand, analyse** and respond to a range of visual texts.

C Reading comprehension

At the end of phase 5, the student should be able to:

- **analyse** specific information, ideas, opinions and attitudes, presented in written texts
- **analyse** main ideas and supporting details, and draw conclusions from written texts
- **analyse** aspects of format and style in written texts
- **understand, analyse** and respond to a range of written texts.

D Writing

At the end of phase 5, the student should be able to:

- communicate information, ideas and opinions in social situations and some academic situations
- request and provide information in a range of written contexts
- use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences
- **understand** and use language conventions accurately and effectively in writing
- use appropriate register in formal and informal written communication.

Phase 6 objectives

A Oral communication

At the end of phase 6, the student should be able to:

- **understand, analyse, evaluate** and respond to a wide range of spoken texts
- communicate information, ideas and opinions in social and academic situations
- request and provide information in a wide range of spoken contexts
- use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences
- use appropriate register in formal and informal oral communication
- **understand** and use appropriate oratory technique
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 6, the student should be able to:

- **evaluate** information presented in visual texts
- **evaluate** main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **evaluate** specific information, ideas, opinions and attitudes, presented in visual with spoken and/or written text
- **evaluate** visual conventions used in text
- **understand, analyse, evaluate** and respond to a wide range of visual texts.

C Reading comprehension

At the end of phase 6, the student should be able to:

- **evaluate** specific information, ideas, opinions and attitudes, presented in written texts
- **evaluate** main ideas and supporting details, and draw conclusions from written texts
- **evaluate** aspects of format and style in written texts
- **understand, analyse, evaluate** and respond to a wide range of written texts.

D Writing

At the end of phase 6, the student should be able to:

- communicate information, ideas and opinions in social and academic situations
- request and provide information in a wide range of written contexts
- use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences
- **understand** and use language conventions accurately, effectively and creatively in writing
- use appropriate register in formal and informal written communication.

Note: For further information please refer to the MYP *Language B guide* (March 2012).

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