

LANGUAGE DEVELOPMENT HANDBOOK



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 the IB program 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.

The IB learner profile represents ten attributes valued by IB world schools. We believe that these attributes and other like them can help individuals and groups become responsible members of local, national and global communities.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective





OVERVIEW

NATURE

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core which ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

AIMS

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.



TIME REQUIRED

Students are expected to devote a minimum of 50 hours to language development. However, the school provides a greater number of hours suitable to the students' aspirations for language development.

OBJECTIVES

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. This portfolio is updated throughout the course and will be checked regularly by a nominated language teacher.

CONTENTS

The language portfolio may include

- a record of the activities, tasks and assessments they have undertaken
- reflections on their learning experiences and understanding of other cultures
- a list of future goals that involve use of the target language
- certificates, letters of acknowledgement and examples of work