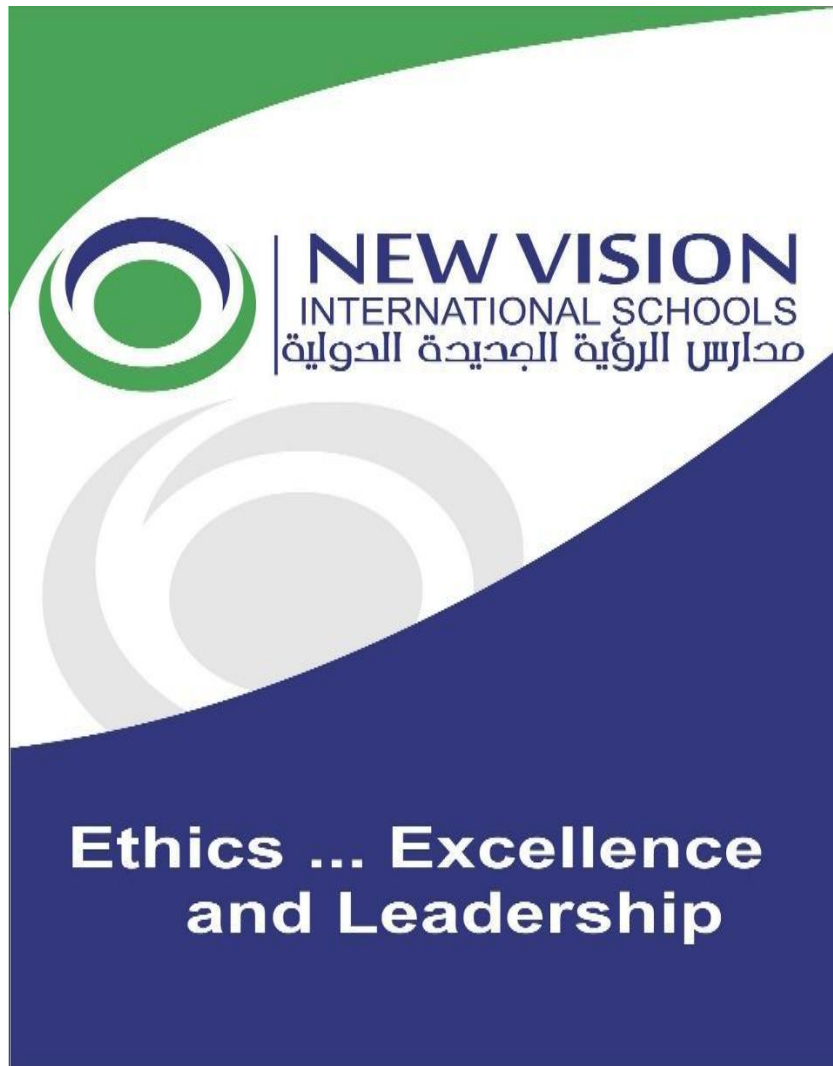




New Vision International School

Language Policy





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PYP Language Policy

1. NVIS Language Mission

New Vision International School recognizes the uniqueness of each child. It respects and celebrates their individual needs through fostering a nurturing and caring learning environment. It meets those need through providing a challenging, international course of study, coupled with appropriate discipline and student expectations. A qualified and caring professional staff aims to cater to the various learning styles within a salubrious school environment, through peer assessed and research based instruction.

a. Purpose of School Language Policy

The language policy is a working document developed by staff and administration from each school program. The policy is consistent with the required principles and practices of the IB. This document outlines our school’s linguistic and academic goals and defines the program designed to help our students attain these goals.

This policy is intended to provide an overview and guiding principles for language learning at NVIS which is spreading in the entire school curriculum through authentic contexts in a culturally rich and diverse environment. The language policy aspires to fulfill each aspect of the mission statement.

Our policy is a statement of agreement—one to which the staff and the NVIS community are asked to commit to so our school can achieve its mission.

b. Beliefs and Aims

NVIS aims to nurture an appreciation of the richness and diversity of language. Language does much more than promote cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and maintenance of the mother tongue enrich personal growth and help facilitate international understanding. As language, by its very nature, is integrated into all areas of the curriculum every teacher within the school is considered a language teacher.

At NVIS, the aim is to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages. Language development in more than one language enriches personal growth, provides cognitive advantages and is essential to the development of international mindedness.

2. NVIS Language Vision

NVIS students’ international mobility gives them a wonderful opportunity for personal and academic development. We believe in a welcoming international environment and hands-on learning style, which provides an ideal context for growth.



3. Language Profile at NVIS

a) Language beliefs

- Language acquisition is supported by a language-rich environment
- Language is learned in a context where risk-taking is encouraged and error-making is considered inevitable and necessary
- Teachers are models of language usage and attitudes to language and literature
- Language is seen as a cross-disciplinary element throughout the curriculum and integral to it
- Talk in the classroom is fundamental to learning. Discussions, rehearsed talk, and social talk all play a role in language acquisition
- Language skills are acquired most effectively from using language in meaningful contexts, for real reasons, and from experiencing real, multicultural literature.

b) Practices that reflect our beliefs

- As a school we work to provide a wider range of books, including a selection from the library, to make them available in every classroom
 - The classroom environment is rich in print with labels, signs, explanations, and teacher and student writing
 - Reading is taught using anthologies including fiction and non-fiction books
 - Children are given plenty of experience accessing information from books, reference materials, and multimedia resources with the goal of developing independent learners
 - Children write for authentic purposes
 - Students are given the experience of using a variety of media, drama, oral presentations, exhibitions, and multimedia presentations
 - Books in different languages are available and students are encouraged to read for pleasure in their home language and in other languages during sustained silent reading time
 - Reading at home is promoted through the use of reading logs or other schemes which contain an accountability component
 - Teachers read frequently from both fiction and non-fiction books
 - Children are engaged in subject discussions as well as social conversations as appropriate
 - Children communicate their understandings and learning both in writing and orally
 - Children are given the opportunity to express opinions and feelings and are explicitly taught to use language responsibly and respectfully.
 - Provisions are made for sharing reading and writing
 - A variety of approaches and teaching styles are employed to cater to individual needs
-
- Children are involved in a variety of literature studies, exploring different genres, authors, and styles of writing
 - Teachers model writing, reading strategies, listening skills, and appropriate speech
 - Teachers actively foster respect for an interest in other languages and they acknowledge and build on the knowledge of languages of their students.

4. Language Philosophy

At the New Vision International School all teachers are language instructors. All students are language learners,



regardless of what language they speak. Each student has his or her own background and unique contributions, which is crucial for defining cognitive development and in maintaining cultural identity. At NVIS we make a commitment to our students and parents to provide a learning community that promotes and supports language development in a bilingual environment that fosters confident, creative and responsible learners through inquiry-based instruction and student-centered classrooms.

5. Purpose of Language Policy

- Achieve a common understanding of our aims and objectives for language teaching
- Meet the standards of the IBO Primary Years Program
- Identify the needs of the students at NVIS and concerns that have to be addressed by the school regarding teaching Arabic and English on a native level
- Establish agreements on how to meet the needs and propose action to address the concerns that reflect the school's values and vision
- Provide the foundation of a whole-school language curriculum.

6. School language Practices

a. *The language program at NVIS is as follows:*

- Mother tongue: Arabic from age 3 (nursery)
- Language of Instruction: English from age 3 (nursery)
- Additional language: French/ German from age 6 (grade 1)

Using the IBO terminology, the mother tongue and the language of instruction are each called **Language A**, whereas the second language taught is called **Language B**. NVIS uses French as Language B.

b. *Language Planning:*

Students need to be exposed to languages most of the time in order to be proficient in both the mother tongue and the language of instruction. This amount of time varies from one stage to another.

Disciplines are taught in the mother tongue or in the language of instruction and the amount of time allocated per language must be appropriate to the needs of the students.

Time is allocated every day to the mother tongue (Arabic) and to the language of instruction (English).

From the age of 6 (Grade 1), an additional language (French or German) is added twice a week.

Time is generally split into periods of 40-45 minutes. (Administrative time table)

PYP students spend most of the time with the homeroom teacher who teaches the MESH subjects (math, English, science, and history/social studies) in the language of instruction, which is English. Specialists teach art, music, drama, IT, and physical education in English. Other specialists teach language B, which is French or German, whereas others teach Arabic religion, social studies, language, and the Quran in the mother tongue, which is Arabic.

7. Curriculum Objectives

1) *Arabic: Mother tongue (Language A)*

Arabic teaching follows the Egyptian Ministry of Education's instructions in terms of content, resources, and skills. Scope and sequence is also provided in Arabic by the Ministry of Education. Proficiency in Arabic is defined not only by the four skills, reading, writing, listening, and speaking, but also by sociolinguistic competence. Ministry exams are given twice a year.



Other mother Tongues:

Mother tongue development opportunities are offered for foreign students. Through the school reviews the language needs of the students and supports them with the assistance needed to practice their mother tongue language freely. When numbers are sufficient for a specific mother tongue language, the school will seek to employ a mother tongue with the help of the school's community.

2) English: Language of instruction (Language A)

Written in English, the school has developed scope and sequence instructions and guidance for teaching language. The scope and sequence and instructions clarify the learning objectives per year by grade level. The school also refers to the scope and sequence for language for PYP as published by the IBO.

- ESL Instruction

Students that qualify for ESL classes are offered such classes during the school day by a certified ESL teacher. The time spent with the student is predetermined by his/her needs and abilities and this time is adjusted during the school year. Lessons are conducted in parallel to the regular English language instruction and given a number of times per week. The school can also recommend that the parent provides additional help outside the regular school program. ESL students are assessed using the guidelines in our assessment policy.

3) French/German: Language B

Students (Grades 1-5) receive language instruction in French, twice per week for 45 minutes each session. Teachers provide instruction to support oral and written language. French scope and sequence and instructions clarify the learning objectives per year grade level. The school also refers to the scope and sequence for language for PYP published by the IBO.

4) Handwriting

D'nealian is the designated form of instruction at NVIS. Students are encouraged to experiment with their written expression as they develop. All forms will be accepted as long as they are legible.

8. Language Assessment

- The learning and assessment of our language program is based on oral (listening and speaking), written (reading and writing), and visual communication (viewing and presenting) strands.
- Throughout all instructions, the teacher will establish a language skill level to create an appropriate language learning plan for the students.
- A range of appropriate assessment methods, such as portfolios, conferencing, writing sample analysis, writing journal, self and peer assessment are used.
- A range of assessment strategies and tools are used based on our assessment policy.
- Process (note taking, drafting, editing etc.), as well as product, are assessed.
- There is continuity from class to class in the use of editing marks and tools, the use of the six traits program, and teaching skills.
- All teachers consider language development in their planning and assessing and support language acquisition in their teaching.



9. Roles and responsibilities:

- The Head of School (aka the Director), the PYP Coordinator, and the teachers are involved in the development of the language policy and agree on it.
- The language policy needs to be reviewed and revised yearly at the beginning and the end of the school year.
- All staff is responsible to ensure that the language policy is a working document and that it is refereed to and cross-referenced with any other working documents in the school.
- The Head of School is responsible to communicate the language policy to all the school's constituents and stakeholders.
- All members of the teaching staff are responsible to research resources for classrooms and the school library. The ordering will be done with approval of the coordinators and the Head of School through the office.
- The Head of School and the PYP Coordinator are responsible to ensure language policy is implemented.
- The Head of School and the PYP Coordinator are responsible for professional development regarding language teaching and learning.
- Teachers are responsible to communicate the language policy to students and parents.
- Currently our school librarian is incorporating multilingual books and media that are accessible to all students and staff. Our school board is aware of our need to expand these resources and we have planned to expand our available resources. In addition to our school library the staff has access to guided reading collections for classroom instruction. Although these resources are all in English, they are culturally and globally diverse. Overall our staff collaboratively makes decisions on what resources to purchase based on student need and instruction.
- Regular evaluations by the coordinator and by the Head of School, as well as class and school presentations, ensure that teachers are using good practices that support our language policy.

10. Professional Development:

Our staff is expected to attend training not only within PYP but also in professional development that supports the language arts. In addition, teachers have the ability to recommend training sessions to our Head of School; however it is ultimately up to the Head of School to decide whether or not to send staff to training due to budgetary constraints.

Parents and Community

- **PARENTAL INVOLVEMENT**

Parents are an integral part of our community of learners and provide tremendous support for



language learning at NVIS. The school uses many methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. English is the main communication with parents and Arabic is provided when it is preferred by the parent.

We, administrators, teachers, staff, students, and the community of NVIS are committed to fostering quality language opportunities by upholding the practices and procedures in this document.

MYP Language Policy

1- Philosophy:

At NVIS we make a commitment to our students and parents to provide a learning community that promotes and supports language development. English is the language of instruction (Language. Students also learn Arabic (Language B). Students are encouraged to learn additional languages. Currently the school provides teaching for Language and Literature (Language A: English/Arabic) and Language Acquisition (Language B: French). Students are allowed to revert to their mother tongue Arabic in settings outside the classroom.

Our school cares not only about the students native language to support their identity and sense of belonging, but it also cares about letting the students be fluent in a second and even third worldwide language such as English, French & German. It makes sure that all facilities and supplies are available for students to let them enhance their language skills.

Key Beliefs

- a) Learning languages is crucial to communication for social and academic purposes.
- b) Language enables students to learn how to think and learn.
- c) The mother tongue is a key to maintaining cultural identity.
- d) Learning languages teaches cross cultural awareness and acceptance of diversity which supports international mindedness
- e) Language is key to learning in all subjects areas of the curriculum.
- f) All teachers are directly or indirectly language teachers.

2- Purpose

This policy is intended to provide an overview and guiding principles for language learning at NVIS. Language is a part of every subject taught at our school and as such our Language Policy expresses the school's beliefs about language, and serves as a guideline to all staff, parents and students. At NVIS all teachers are considered to be teachers of language. All students are language learners, regardless of what language they speak. English is considered the main language of instruction. However students are allowed to use the mother tongue in inquiry.

3- Language Profile in the MYP Department NVIS



95 % of Students have Arabic as the Mother tongue and English Language Learners
5 % of Students have English as the Mother tongue

4- Admissions and Passing requirements

New students applying at NVIS are tested in English and Arabic to assess their ability level (refer to Admissions Policy). Students who are identified as having below level language skills receive ESL support.

At NVIS in order to fulfill the certification requirements of MYP 5 (Grade 10), all students must study at least two languages and literature course (Arabic and English) and one language acquisition course (French/German)

Group 1: Language and Literature

A. ENGLISH

In each level of the school, students study English. It is the language of instruction and as recommended in the Guideline for developing a school language policy, the school reinforces the fact that ‘each teacher is responsible for improving communication and language.’

B. Arabic: Mother tongue

Arabic is the mother tongue of the majority of NVIS students and it is Egypt’s first language. As all schools in Egypt, Arabic teaching in the school is supervised by the Ministry of National Education. The students whose mother tongue is Arabic thus are required to sit governmental Arabic Exams throughout their school years. Teachers are required to teach the content set by the Ministry of National Education. However, NVIS also expects from Arabic language teachers to use the teaching objectives and assessment methods which meet the requirements of the IB program.

Non Arabic speaking students are given special Arabic classes to be able to communicate and understand the school and country’s community.

Provisions are to be made for other mother tongues as needs arise.

a) Main Objectives

The study of MYP Language and Literature is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works;
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

b) Skills

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:



- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- analyze the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- Evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention;
- organize opinions and ideas in a sustained, coherent and logical manner;
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- Select relevant details and examples to develop ideas.

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression;
- write and speak in a register and style that serve the context and intention;
- use correct grammar, syntax and punctuation;
- spell (alphabetic languages), write (character languages) and pronounce with accuracy;
- Use appropriate non-verbal communication techniques.

(Courtesy of the IB Guidebook for Language and Literature)

Group 2: Language Acquisition

French/German

a) Main Objectives

The main objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to enable students to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

b) Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal



writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each Grade and language.

c) Assessment

Teaching and learning in Language Acquisition is organized into four phases which represent a developmental continuum. Students may begin their Language Acquisition course in any phase on the continuum, and they may exit from any phase on the continuum. The table below shows the 4 phases. These phases may not necessarily be connected to age groups or MYP years.

	MYP
Phase 1	
Phase 2	
Phase 3	
Phase 4	

Language Acquisition objectives are organized into four communicative processes:

A Listening Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay 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, or gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit)



- demonstrate understanding of conventions What language conventions can be heard? For example, form of address, greetings. What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing.
- demonstrate understanding of relationships between the various components of the multimodal text What are the relationships between the various components of the multimodal text? Do they share the same context? Does the text link to the student’s personal world?

B Reading Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written 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.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts What is the text type? What is the content? What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit) Objectives Language acquisition guide 9
- demonstrate understanding of conventions What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice. What is the communicative purpose of the text? Who is the intended audience? What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.
- demonstrate understanding of relationships between the various components of the multimodal text Do they share the same context? Does the text link to the student’s personal world?

C Speaking In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of



structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use spoken language to communicate and interact with others What is the role of the student/speaker? What is the context? Who is the audience? What is the purpose of the interaction? What is the message?
- demonstrate accuracy and fluency in speaking How accurately is the language used? To what extent is the conversation language intelligible?
- communicate clearly and effectively How well does the student communicate information? How accurately and fluently are the relevant information and ideas communicated?

D Writing This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use written language to communicate with others What is the role of the student/writer? Who is the audience? Objectives 10 Language acquisition guide What is the purpose of the written text? What is the message?
- demonstrate accurate use of language conventions How accurately is the language used? To what extent is the language comprehensible?
- organize information in writing Does the student use an appropriate format? To what extent are the cohesive devices used in the organization of the text?
- communicate information with a sense of audience and purpose. How are the relevant information and ideas communicated? How well does the student communicate such that the text makes sense to the reader? (Courtesy of the IB Guidebook for Language Acquisition).

C. Other Mother Tongues



Mother tongue development opportunities are to be offered to students whose mother tongues are not English or Arabic when numbers are sufficient for a specific mother tongue language.

5. Special Needs and ESL Learning Support

The Learning Support Center offers support to students who are found below level in language through the ESL program. Students who are identified as being one year or more below grade level are to receive ESL support (refer to SEN Policy). Identification may be at the time of admission to the school (refer to Admissions Policy), or as evaluated by the Language Teacher.

Students who are found to have special learning needs are referred to the center for one to one support and IEPs are planned with the Language teachers to improve their language skills.

6. Parental Involvement

Parents are considered partners in the learning process and provide tremendous support for language learning at NVIS. The school uses many methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. English is the main communication with parents and Arabic is provided when it is preferred by the parent.

7. School Publications

Students, parents and staff members at NVIS come from different countries and educational systems. To maintain consistency in published materials, English is used for formal written documentation. However, Arabic teachers use their native language (Arabic) for certain Arabic language communication.

8. Learning Support

The Learning Support department works with teachers to help them meet the needs of students identified with special language learning needs. This support is offered through differentiation in the classroom or an Individual Education Plan prepared by the learning support department.

DP Language Policy

School Mission Statement:

New Vision International School recognizes the uniqueness of each child. It respects and celebrates their individual needs through fostering a nurturing and caring learning environment. It meets those needs through providing a challenging, international course of study. A qualified and caring professional staff aims to cater to the various learning styles within a salubrious school environment, through peer assessed and research based instruction.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand



that other people, with their differences, can also be right.

Philosophy:

At NVIS we make a commitment to our students and parents to provide a learning community that promotes and supports language development where English is the language of instruction. Students are encouraged to learn additional languages. Currently the school provides teaching for Language and Literature (Language A: English/Arabic) and Language Acquisition (Language B: French - German).

Key Beliefs

- g) Learning languages is crucial to communication for social and academic purposes.**
- h) Language enables students to learn how to think and learn.**
- i) The mother tongue is a key to maintaining cultural identity.**
- j) Learning languages teaches cross cultural awareness and acceptance of diversity which supports international mindedness**
- k) Language is key to learning in all subjects areas of the curriculum.**
- l) All teachers are directly or indirectly language teachers.**

Purpose

This policy is intended to provide an overview and guiding principles for language learning. Language is a part of every subject taught at our school and as such our Language Policy expresses the school's beliefs about language, and serves as a guideline to all staff, parents and students. At NVIS all teachers are considered to be teachers of language. All students are language learners, regardless of what language they speak. However students are allowed to use the mother tongue in inquiry when needed.

Admissions and Passing requirements

New students applying at NVIS are tested in English and Arabic to assess their ability level (refer to Admissions Policy). Students who are identified as having below level language skills (3 and below)receive ESL/AFL support.

At NVIS, a student is promoted to a Diploma program if he/she studied at least two languages and literature courses (Arabic and English) and one language acquisition course (French/German).

Language Course Outline –DP Program

Group 1: Language and Literature



1. ENGLISH & Arabic (Standard Level & High Level)

This level is for a fluent language user, studying in his or her most competent language. This is normally the language of the environment to which the student has been exposed from an early age or for an extended period. Students study literary texts and demonstrate analytical skills in writing and speaking.

2. Arabic: Mother tongue(High Level & High Level-Ministry Requirement)

Arabic is the mother tongue of the majority of NVIS students and it is Egypt's first language. As all schools in Egypt, Arabic teaching in the school is supervised by the Ministry of National Education. The students whose mother tongue is Arabic thus are required to sit governmental Arabic Exams throughout their school years. Teachers are required to teach the content set by the Ministry of National Education. However, NVIS also expects from Arabic language teachers to use the teaching objectives and assessment methods which meet the requirements of the IB program. Arabic language and Literature will be introduced for students in the Diploma program as High level and or standard level.

Group 1 Aims

The aims of language A: literature and language A: language and literature at SL and HL, and of literature and performance at SL are to:

- 1. Introduce students to a range of texts from different periods, styles and genres**
- 2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections**
- 3. Develop the students' powers of expression, both in oral and written communication**
- 4. Encourage students to recognize the importance of the contexts in which texts are written and received**
- 5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning**
- 6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts**
- 7. Promote in students and enjoyment of, and lifelong interest in, language and literature**

Assessment Objectives for Group 1

There are four objectives at SL and at HL for the language A: language and literature course.

Objectives	Skills
<p>1. Know, understand and interpret:</p>	<ul style="list-style-type: none"> ● a range of texts, works and/or performances, and their meanings and implications ● contexts in which texts are written and/or received ● elements of literary, stylistic, rhetorical, visual and/or performance craft ● features of particular text types and literary forms.
<p>2. Analyse and evaluate:</p>	<ul style="list-style-type: none"> ● ways in which the use of language creates meaning ● uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques ● relationships among different texts ● ways in which texts may offer perspectives on human concerns.
<p>3. Communicate</p>	<ul style="list-style-type: none"> ● ideas in clear, logical and persuasive ways • ● in a range of styles, registers and for a variety of purposes and situations ● (for literature and performance only) ideas, emotion, character and atmosphere through performance

Assessment Outline SL

Assessment Component	Weighing
<p>External assessment (3 hours)</p> <p>Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p> <p>Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)</p>	<p style="text-align: right;">70%</p> <p style="text-align: right;">35 %</p> <p style="text-align: right;">35%</p>
<p>Internal assessment</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)</p>	<p style="text-align: right;">30%</p>



Assessment Outline HL

Assessment Component	Weighing
<p>External assessment (4 hours)</p> <p>Paper 1: Guided textual analysis (2 hours 15 minutes)</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p> <p>Paper 2: Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)</p> <p>HL essay</p> <p>Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.</p>	<p>80%</p> <p>35 %</p> <p>25%</p> <p>20%</p>



<p>Internal assessment: Individual oral (15 minutes)</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes) Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)</p>	<p>20%</p>
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Group 2: Language Acquisition-Language B

French /German SL / Arabic SL (for non natives)-ESL English (High Level and Standard Level)

Language B is an additional language-learning course designed for students with some previous learning of that language. It will be introduced as SL and HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.

Assessment Outline:

Assessment Component	Weighing
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<p>External assessment</p> <p>Paper 1 (1:15 SL / 1:30 HL)</p> <p>Productive skills - writing (30 marks)</p> <p>Paper 2 (1 hour 45 SL/ 2 hours HL)</p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>Total :</p> <p>SL: 75 %</p> <p>HL</p> <p>25 %</p> <p>50 %</p> <p>25 %</p> <p>25%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p> <p>25%</p>

Language Support at NVIS



Mother tongue support

Students whose first language is not English have full support from the school to continue developing their skills in their mother tongue and culture. Should there be more than 6 participants, the school will find a teacher to teach groups 1 or 2. Otherwise, the school will support students and ensure they fulfill all the requirements of the A: Literature self-taught course as set by IB. The IB coordinator will also endeavor to provide the students with information to form a network so that they have the opportunity to liaise with other students from other IB schools who are taking the same language course.

Inclusion and Learning Support

The Learning Support Center offers support to students who are found below level in language through the ESL program. Students who are identified as being one year or more below grade level are to receive ESL support (refer to SEN Policy). Identification may be at the time of admission to the school (refer to Admissions Policy), or as evaluated by the Language Teacher.

Students who are found to have special learning needs are referred to the center for one to one support and IEPs are planned with the Language teachers to improve their language skills.

Parental Involvement

Parents are considered partners in the learning process and provide tremendous support for language learning at NVIS. The school uses many methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. English is the main communication with parents and Arabic is provided when it is preferred by the parent.

Self taught Subjects :

Self-taught Language is a demanding literature course comparable to Language A literature SL. Students will read 10 works selected from two available lists. Students taking the Self-taught Language , needs to express their interest in the course at registration (if joining the school in G11) and during the course choices forum in the second semester of G10. The Diploma coordinator and the SAC for Language A will meet with the student and parents to discuss the practicalities of the course. Please be aware the Extended Essay cannot be written in the language chosen by the student as Self-taught. Since the subject is designated as self-taught, NVIS (and the IB) expectation is that the student is competent to study independently. This includes reading the required texts, research, note taking and writing practice papers. It is not a supported class, where regular teacher directed lessons happen on a weekly basis.



The ideal candidate for Self taught will have self-discipline, good time management skills and will be able to work independently. (see self taught guide)

Support of library and other media

Resources for Group 1 and Group 2 are being developed in the school library and classroom libraries. The librarian, teaching staff, parents and students all contribute to building up resources, which are not restricted to the printed media.

PSAT /SAT Classes

School will provide extra sessions after school for students taking their SATs parallel to their DP program and registration to be done through parents (College board website)

Receiving a Bilingual Diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from DP courses in Language and Literature

Students who gain a grade 3 or higher in language and literature and grade 3 in individual and societies or science subjects , completed in a different language,will also receive bilingual diplomas.

School Publications



Students, parents and staff members at NVIS come from different countries and educational systems. To maintain consistency in published materials, English is used for formal written documentation. However, Arabic teachers use their native language (Arabic) for Arabic language communication and to be translated to English.