



St. Dominic High School DP Language Placement Policy Language B: Dutch or Spanish



Placement of students in language courses It is extremely important that students be appropriately placed into Diploma Programme (DP) language courses. Appropriate placement into language courses allows for suitable degrees of challenge for development in those languages. Misplacement of a student into a language course which does not provide an appropriate degree of challenge for the student may provide the student with an unfair advantage over those who are appropriately placed into the course. Intentional misplacement may be considered school maladministration according to Academic integrity.

When making placement decisions, the following guidance must be taken into consideration.

Students who are already able to read, analyze and respond to complex literary and nonliterary texts in a given language must be placed in a studies in language and literature course for that language. If a student can already communicate successfully in the language on a range of topics in a variety of familiar and unfamiliar contexts, then a DP studies in language and literature course must be considered the appropriate placement.

The language ab initio and language B courses are language acquisition courses — designed to provide students the opportunity to develop in a language in addition to their home/personal/best language(s). They are not designed for students entering the course who already have the ability to communicate confidently and proficiently in that specific language.

Language ab initio is designed for students with no prior experience of the target language, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills.

Language B is designed for students with some experience in the target language; providing students with an appropriate degree of challenge is important for their development. Schools are encouraged to factor student target language proficiency and Diploma Programme SL/HL balance into the placement decision for each individual student.

Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts. While in the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and interactive skills.

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive and interactive skills.

The following tables provide guidance in placing students in an appropriate language course. The “If a student can...” statements have been developed from course Grade descriptors. A student who exhibits most of the statements shown under the receptive, productive, and interactive skills headings would be able to handle the course whilst being challenged.

Language B HL Placement

If a student can...	the recommended course is...
Receptive Skills	Language B HL (B1 → B2)
...demonstrate a good understanding of the meaning and purpose of written texts; ...demonstrate a good understanding of the meaning and purpose of oral texts.	
Productive skills	
...speak generally clearly; ...respond appropriately to most questions but struggle with responding to difficult questions; ...demonstrate an adequate command of vocabulary and grammatical accuracy; ...use basic and some complex language correctly; ...show a reasonable ability to adapt writing to suit the intended audience and purpose; ...express ideas and organize work appropriately.	
Interactive skills	
...respond appropriately and demonstrate comprehension; ...use pronunciation and intonation which facilitate the understanding of the message; ...make independent contributions; ...produce clear messages.	

Language B SL Placement

If a student can...	the recommended course is...
Receptive Skills	Language B SL (A2 → B1)
...demonstrate adequate understanding of the meaning and purpose of written texts;	

...demonstrate adequate understanding of the meaning and purpose of oral texts.	
Productive skills	
...develop some ideas using a logical structure; ...use a range of basic cohesive devices; ...use basic grammatical structures accurately; ...use a range of basic vocabulary and appropriate register.	
Interactive skills	
...respond appropriately and generally demonstrate comprehension; ...use pronunciation and intonation which often facilitate the understanding of the message; ...make some independent contributions; ...produce mostly clear messages.	

Language B ab initio Placement

If a student...	the recommended course is...
...has no prior experience in or has had very limited previous exposure to the target language	Language B ab initio

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Placement criteria St. Dominic High – IB World School

Dutch:

At the St. Dominic High – IB World School, Dutch is concluded at the end of form 5 with the NT2 exam, provided by the Division of Examinations. The Dutch NT2 examination consists of 4 language skills: writing, reading, listening and speaking. The exam is given at B1 level of the European Framework of

Reference¹. Students will receive a level, ranging from Undetermined - lower than A1 – A1 – A2 – B1, for each of the four language skills. The advanced students can sit their NT2 exams at B2 level. Students will receive a level, ranging from Undetermined - lower than A1 – A1 – A2 – B1 – B2, for each of the four language skills.

For a student to be placed in **IB Language B Dutch SL**, they are required to have a predicted grade of at least 3 skills at A2 level. A1 will suffice for the 4th skill.

For a student to be placed in **IB Language B Dutch HL**, they are required to have a predicted grade of at least 3 skills at B1 level or higher. A2 will suffice for the 4th skill. A student who has a predicted grade higher than A2 on at least 3 skills must choose IB Language B Dutch HL.

Spanish:

At the St. Dominic High – IB World School, Spanish can be concluded at the end of form 5, or with an early CSEC exam at the end of form 3, provided by CXC. The CXC examinations consist of Paper 1 (listening comprehension) and Paper 2 (writing a letter, reading comprehension, directed situations and contextual dialogue). Paper 3 is an oral examination. Scores range from General I (highest) to General V (lowest).

If a student has no prior experience in or has had very limited previous exposure to the target language Spanish, they will be placed in **IB Spanish ab initio**. For Dutch, ab initio is not offered at the St. Dominic High – IB World School.

For a student to be placed in **IB Language B Spanish SL**, they are required to have a predicted grade of II or III for the CXC examination.

For a student to be placed in **IB Language B Spanish HL**, they are required to have a predicted grade of I for the CXC examination.

¹ "Dutch Language Levels CEFR (A1,A2,B1,B2,C1,C2)." Nederlands Voor Anderstaligen, <https://incompany-dutch.nl/en/dutch-language-levels/> .