



International School
of Hellerup

IB CONTINUUM LANGUAGE POLICY AND PROCEDURES

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A Note for Parents

Dear ISH Parents,

At ISH, our school policies are rooted in the IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the IB:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

ISH is a diverse global community and this is a source of pride for our school. We intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds, as long as we can cater for their particular needs. By enrolling your child(ren) at ISH, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find the philosophy driving the policy, your child's rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies. Additionally, we have included in the appendices the procedures and processes associated with each policy. Finally, hyperlinks are also embedded for further reading of ISH and IB documents.

We look forward to working at home and at school to ensure that our students receive a quality education that meets the high standards of the International Baccalaureate. Through our partnership, our students will know their right to this education and also appreciate that they have a responsibility to enable the rights of others.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

Joanna Christoffersen
Primary Years Coordinator

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Our Guiding Principles

The IB states that, 'Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. IB programmes, therefore, support complex, rich, dynamic learning across a range of language domains. All IB programmes mandate that students learn another language.'

IB Mission

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.

ISH Vision

Our vision is to foster a nurturing and respectful environment where all individuals become reflective and active members of the society, contributing to common good and world peace through/based on universal values.

ISH Mission Statement

Our mission is to provide the highest quality education in a student-centered environment by empowering individuals to fulfill their human potential to become purposeful life-long learners and responsible global citizens.



Language Policy

All IB policies can be found on our school website under 'ISH Policies and Procedures'.

Our Language Philosophy

At International School of Hellerup we strongly believe in the ideal that all teachers are language teachers and should promote the concept of communication in its variety of forms throughout the school community. Many of the students at the International School of Hellerup are multilingual and are learning in a language that is not their mother tongue. Many students have two or three languages in their language profile. We recognise these identities and therefore ISH promotes a multicultural and multilingual learning environment, thus encouraging internationally minded individuals.

Effective learning depends on student engagement with the inquiry cycle: understanding → taking action → reflection → understanding. This life-long learning process is the focus of all aspects of our curriculum. Students are encouraged to question, challenge, think and rethink texts and their meanings. They are not only exposed to different forms of communication, but they study the languages by applying inquiry techniques to their own work. Through opportunities to collaborate with others, students develop their communication skills, which we believe will strengthen them as communicators.

Language Rights, Roles and Responsibilities

All the members of a school community have a role to play in the development and maintenance of the school's language and English as an Additional Language (EAL) program. The learning community at ISH shares the roles and responsibility, though they may vary. In general the following roles are appropriate:

The School Leadership

- Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated, and so that important factors that may influence students' learning are known
- Provides teachers with access to information about their students that is relevant to the teaching and learning program
- Provides opportunities for staff professional development to ensure that there is an awareness in the school community of the implications of second language acquisition for learning and teaching, and so that teachers can access the latest information about EAL methodology and resources



- Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life
- Encourages home–school partnerships
- Ensures that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind
- Ensures that all teachers are informed about teaching strategies for making the mainstream curriculum accessible for all students, including EAL students
- Ensures that curriculum policies require that multicultural perspectives are incorporated in all learning areas.
- Communicates the language pathways and directions to the family and the student, and takes their choices into consideration in the design and implementation of the language programs and classes

The Languages/EAL Coordinator

- Provides information which helps teachers to plan and implement school programs with multicultural perspectives, and develop cross-cultural understandings with their students
- Provides resource information for teachers in the areas of second language acquisition, EAL teaching methodology, classroom organisation, and selection of suitable texts and resources for EAL learners
- Keeps abreast of the latest information in the EAL field, e.g. through professional learning opportunities and shares this with staff as appropriate
- Provides specialist EAL teaching that increases students' capacity to participate successfully in mainstream classroom activities and to achieve the goals of the mainstream curriculum
- Assists teachers to plan and implement a program inclusive of EAL needs
- Assists the classroom teacher in assessing EAL students' competence in English, formulating practical goals and objectives for EAL learners and planning a program that caters for the needs of all EAL learners
- Organises information and practices sessions for staff
- Consults with School Psychologist and/or SENCO regarding the language development of the students with IEPs, LSPs and GSPs
- Consults with language teachers and language departments in the assessment of language skills and placement into the relevant language classes
- Works in cooperation with the curriculum coordinators in the design and implementation of the curriculum in order to cater for the needs of language learning
- Identifies language needs and implements intervention programs pertinent to the need of the student



Homeroom and Subject teachers

- Considers the language learning needs of all students when planning activities across all areas of the curriculum
- Supports EAL students in learning through the use of English, while they are learning English
- Uses assessment strategies that allow all students to express the understandings they have gained across the curriculum
- Keeps assessment records that indicate the growth of understandings and skills in both English and EAL
- Informs parents of student progress in EAL as well as in the learning areas other than English
- Provides opportunities for all students to share the diversity of their experiences
- Develops classroom activities that relate to and build upon the experiences that students bring to the learning situation
- Ensures that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments
- Attends relevant professional learning opportunities to support students' language development

The Student

- Takes every opportunity to learn and provides feedback on their learning
- Shows interest in learning and participates
- Shows respect for teachers and peers
- Takes ownership of their learning and seeks help when needed
- Provides feedback and reflection on language learning
- Attends additional language classes if required by the EAL Coordinator and Admissions Officer during the admission process
- Shows academic honesty and integrity in the collection of language assessment and observation
- Has the right to exit language support programs, tutoring or phase requirements when sufficient proficiency has been demonstrated through work, performance and grades

The Family

- Communicates directly with the learning community regarding their child's language development
- Complies with the additional costs required for additional support for their child's language support
- Is informed about their child's language pathways at ISH and in IB
- Is involved in choosing modern languages between French and Spanish for their child to pursue in the early years of MYP and at PYP 5



- Knows that they are waiving their rights to receive Danish language instruction by accepting EAL support in PYP
- Reads and returns forms and notifications from the coordinators and language teachers regarding their child's language learning

Language and the Learner Profile

Communicators: We understand that communication is at the heart of education, that communication in more than one language is key to intercultural understanding. We help our students to become strong communicators.

Risk Takers: We recognize that language learning involves risk taking. We encourage our students to be independent, brave and articulate.

Thinkers: We believe in fostering critical thinking skills and creativity to help students use language to approach complex problems.

Reflective: We believe that reflection helps both students and teachers assess and understand the strengths and limitations of language use. Through reflection, language learning and personal development are considered.

Connections to other IB Policies

Language and Admissions

English Placement/Admissions test

Students wishing to be admitted to PYP 4 and 5, MYP and DP above must take an English placement/admissions test before entry. The English screening test is also used as a language placement test to ensure accurate phase placement and admissions to the school. Together with the academic records, language background information and [language profile](#) form, the student is admitted and placed into the relevant language phase.

The specific placement tests for each level administered will be at the discretion of the Admissions Officer.

English Placement/Admissions Tests at ISH

- Upper PYP (4 and 5 grades)
- PYP 5 : Transition to MYP Screening Test
- Lower MYP (6 and 7 grades)



- Upper MYP (8, 9 and 10 grades)
- DP

The appropriate coordinators (EAL and Programme Coordinators) will assess the tests; results will be reported back to the Admissions Officer to be used to assess readiness for admission to ISH.

In the Upper PYP and MYP, if students are weaker than expected, and the regular English pathways are not available for the student, and if the student is to remain in the school, parents will be asked to pay the cost of separate English tuition.

Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the placement test as required by their Individualised Education Program.

For detailed information about the English Placement tests, please contact the EAL Coordinator.

Language and Inclusion

At ISH, all teachers are believed to be language teachers and all members of the learning community are involved in a child's language development. To this end, ISH tries to include a student's home language, language profile and background in the learning process. Therefore, it is aimed that students also develop and keep up with their home language, additional/host languages and the medium of instruction languages while pursuing their studies at ISH.

As for students whose primary language is not English, ISH acknowledges that EAL students are tasked to learn English, to have access to curriculum and to learn it in the target language, which is also the medium of instruction. Therefore, all teachers work together with the EAL department in the inclusive design and delivery of the curriculum. While receiving tailored language instruction based on the needs in EAL classrooms, EAL students also learn English through subjects by accommodated instruction, strategies of teaching, differentiated assessment and extension. Through strong collaboration with teachers, family and the student, the EAL department closely follows the language development of the child through observations, data collection and assessments. The data gathered and stored in EAL Logs and Language Profile helps to inform teaching, learning and assessment of the language learning.

The EAL department meets regularly with the teachers through collaboration cycles, transdisciplinary planning meetings and faculty meetings to inform the teachers regarding the EAL students and their inclusion to the mainstream classes and their progress in their language learning and abilities.



Language and Academic Integrity

The ISH Academic Honesty document includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

Though academic dishonesty is defined and explained in the Academic Honesty document, it may look different in language classes and in the use of English or other languages provided at ISH.

At ISH, the following practices are considered dishonest with regards to language learning:

- If a student claims ownership of another student's, group's or pair's work
- If a student uses any online translation tools or websites to translate a phrase or text, whether it be from their own text in their home language or from any other published source, unless it is approved by the teacher
- During reading comprehension assessments, if the student translates the original text to their own home language to demonstrate understanding and comprehension in English or the target language
- If the student receives support from another student, parent, teacher or tutor without the approval of the teacher
- During the writing assessments in the target languages offered at ISH, if the student writes the text in their own language and claims to express it as their own writing

Language and Assessment

At ISH, assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. A range of formative and summative assessment measures are used. The ISH Assessment Policy applies to the EAL Program as well as the grading scheme used in the report cards of each school section.

An initial assessment of skills is administered to all students at the admission process to ISH through Admissions/Placement tests (see the relevant section). The tests help to inform the admissions as well as the language level of the student. In addition, the family is asked to fill in a Language Profile form (see appendices for forms for each program) to provide background information about the student. Together with the academic records, Language Profile form and placement test, the student's English language skills are assessed and the student is placed



into the relevant language class and phase. With all this information, if a student is marked as EAL, an EAL Log is created. The EAL Log helps to keep track of the language learning and progress by noting the following things about each student:

- Strengths
- Weaknesses
- Proficiency levels in all four skills
- Language goals
- Language background
- Strategies that work for the student's language development
- Strategies that DO NOT work for the student's language development
- Feedback from the teachers
- Contact information
- Interests

The EAL Department keeps track of feeding the logs receiving feedback from all subject teachers, report cards, observations, and student work. The information is shared with all the teachers included in the teaching of the EAL student so that it can be used to inform differentiation and inclusion of the child.

The EAL Coordinator also holds sessions and workshops with teachers to share effective strategies to support EAL learners per each term.

Students remain in the EAL Program and on the EAL register until they demonstrate the language and skills necessary to work independently in the mainstream classroom. The students exit the EAL Program once they reach the expected phase requirements in all four skills.

Student language level and ability is acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation for students. Additionally, whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language level.

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published on December 1 2020 and applies until January 2022. Policies will be reviewed and updated during the January curriculum day each year.



Appendices

Language Pathways Clarifications

Students entering the MYP at the MYP 4 or 5 level who, in their ISH language assessment, have not yet reached the English Phase 3 or above will be required to receive extra English tutoring and specialized language instruction. Parents need to be aware that this will be at their expense.

Students whose level of English has not reached the MYP Phase 4 level by the end of the MYP 5 school year will not be admitted to the IB DP at ISH.

Language of Instruction - English Pathways

IB Programme	Starting with	Language Programme
PYP <ul style="list-style-type: none"> Students at all levels are accepted. Students at phase 1 and 2 get EAL support as pull out or in-class, as deemed appropriate. Students from Phase 3 and above are integrated into PYP homeroom classes. PYP 5 Phase 1 EAL students may also receive extra language support if recommended by the EAL and PYP coordinators. **** 	Phase 1	Intensive EAL
	Phase 2	Intermediate EAL Support
	Phase 3	Integration
	Phase 4	Integration
	Phase 5	Integration
	Mother Tongue family /Home language	Homeroom class
MYP <ul style="list-style-type: none"> Students in MYP 1-3 are offered English Language Acquisition at most phases. MYP 1-3 Students in Phase 1 and 2 are requested to receive EAL tutoring after school hours. Students in MYP 4 and 5 are offered English Language Acquisition at Phases 3 and above. ** MYP 1-5 English Language Acquisition students may also receive extra support for other subjects if recommended by the EAL and MYP coordinators. **** 	Phase 1	Language Acquisition
	Phase 2	Language Acquisition
	Phase 3	Language Acquisition
	Phase 4	Language Acquisition
	Phase 5	Language Acquisition
	Phase 6	English L&L
	Mother Tongue	English L&L
DP <ul style="list-style-type: none"> Only students with Phases 3 and above are accepted. 	Phase 1	Not Accepted
	Phase 2	Not Accepted



Language Policy at ISH

<ul style="list-style-type: none"> Only students with Phase 3 and 4 Language are guaranteed admission to Lang B level classes. Phases 5 and above students should expect to take Language A classes. 	Phase 3	Lang B English SL****
	Phase 4	Lang B English SL/HL
	Phase 5	Lang A SL or Lang B HL***
	Phase 6	Lang A SL/HL
	Mother Tongue	Lang A SL/HL

*Please note that Phases in MYP and PYP are different.

** Please see admissions policy for further details.

*** With approval of the EAL and DP Coordinator

**** Added tuition expenses may apply for this service.

***** Additional Language support might be needed and added tuition expenses may apply for this service if required at the admissions.

PYP to MYP Programme Transition Chart

PYP 5 Phase completed	MYP 1 Phase entered
Phase 1 Intensive	Phase 2
Phase 2 Intensive	Phase 3
Phase 3 Integration	Phase 4
Phase 4 Integration	Phase 5
Phase 5 Integration	L&L
Mother Tongue	L&L

All PYP 5 students take a screening test before moving to MYP to ensure accurate phase placement in MYP. The test is administered in the second half of the spring term by the EAL coordinator. The results are reported to the parents and students at the beginning of the next academic year. Together with the test results, the referral from the PYP 5 language teachers and the language background of the student, the student is placed into the transitioning phase.

MYP to DP Programme Transition Chart

MYP 5 Phase	MYP 5 Class	DP 1 Options
Phase 3	Lang Acq. Class	Lang B SL
Phase 4	Lang Acq. Class	Lang B SL/HL
Phase 5 *	Lang Acq. Class	Lang B HL <i>or</i> Lang A L&L SL
Phase 5	L&L Class	Lang A Lang & Lit SL
Phase 6	L&L Class	Lang A Lang & Lit SL/HL
Phase 6	L&L Class	Lang A Literature SL
Mother Tongue	L&L Class	Lang A Lang & Lit SL/HL
Mother Tongue	L&L Class	Lang A Literature SL/HL

* with teacher approval.



Language Policy at ISH

In the IB Diploma Programme, it is school policy that all students take English as one of their subjects. This will support the Academic English they are required to use in the Programme as a whole.

At ISH, it is possible for students to take multiple languages, keeping in mind that one must be English. The MYP requires a minimum of two languages, as does the DP. At the DP level it is possible for a student to study a third language.

ISH cannot service students who do not wish to take English as one of their languages at DP.

Host Country Language - Danish Pathways

Danish in PYP

The IB PYP *Language Scope and Sequence* (2009) has identified three strands—**oral language, visual language, written language**—that are learned across and throughout the curriculum, with each strand being an integral component of language learning. In the *Language Scope and Sequence* (2009), the strands of oral, visual and written language have been described separately, and are represented by four continuums: **listening and speaking; viewing and presenting; reading; writing**. These four language continuums in the *Language scope and sequence* (2009) have been organized into five developmental phases with each phase building upon and complementing the previous one. The continuums make explicit conceptual understandings that need to be developed at each phase.

The five developmental phases of language learning are adapted to the each year level in the Primary Years Program at ISH for Danish Advanced students.

PYP year	Phases
PYP 1	Phase 1
PYP 2	Phase 2
PYP 3	Phase 3
PYP 4	Phase 4
PYP 5	Phase 4 & 5

Students at all levels of proficiency in Danish are accepted at ISH. After observation and collaboration by the Danish teachers and homeroom teacher, the students are referred to either Danish proficiency groups as *beginner, intermediate* and *advanced* depending on their language background, initial and on-going assessments, or Danish skills.

Below is an overview of the different phases taught at each year level.

Mother tongue is integrated into Danish and the homeroom classes at all phases of learning in PYP at ISH.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
PYP 1	Danish*				



PYP 2	Beginner/ Intermediate	Advanced			
PYP 3	Beginner	Intermediate	Advanced		
PYP 4	Beginner	Beginner/ Intermediate	Intermediate	Advanced	
PYP 5	Beginner	Beginner/ Intermediate	intermediate	Intermediate/ Advanced	Advanced

* Danish language classes start at PYP 1 and students are grouped into three different groups based on their home language information and assessment results conducted by the Danish teachers. If the home language is Danish or one of the languages is Danish, the student is grouped with the students with the same profile. For *written language* continuum, all the students are regarded as at the same proficiency level.

** Students spend a year in one phase at least a year before moving onto the next group as agreed by the Danish teachers in PYP and relevant coordinators.

*** Group sizes depend on the student body in that academic year.

*** Minimum two consecutive phases (ie, phase 1 and 2 together or phase 2 and 3 together) can be clustered in one group based on the number of students in a year level.

Danish PYP to MYP Programme Transition Chart

PYP 5 Phase completed	MYP 1 Phase entered
Phase 1	Phase 2
Phase 2	Phase 3
Phase 3	Phase 4
Phase 4	Phase 5
Phase 5	Danish Advanced
Mother Tongue	Danish Advanced

Danish in MYP and DP

See [FP9 Prep Syllabus attached here](#)

IB Programme	Starting with	Language Programme
MYP <ul style="list-style-type: none"> Students in MYP 1-5 are offered Danish Language Acquisition at all phases. See FP9 Prep Syllabus attached here 	Phase 1	Language Acquisition
	Phase 2	Language Acquisition
	Phase 3	Language Acquisition
	Phase 4	Language Acquisition
	Phase 5	Language Acquisition +FP9 extra lesson in MYP 3+4
	Phase 6	Language Acquisition +FP9 extra lesson in MYP 3+4
	Mother Tongue	Language and Literature



Language Policy at ISH

DP <ul style="list-style-type: none"> Only students with Phases 3 and above are accepted. Only students with Phase 3 and 4 Language are guaranteed admission to Lang B level classes. Phases 5 and above students should expect to take Language A classes. 	Phase 1	Not Accepted
	Phase 2	Not Accepted
	Phase 3	Lang B Danish SL
	Phase 4	Lang B Danish SL/HL
	Phase 5	Lang A SL or Lang B HL ***
	Phase 6	Lang A SL/HL
	Mother Tongue	Lang A SL/HL

*Please note that Phases in MYP and PYP are different.

** Please see admissions policy for further details.

*** With approval of the the respective HODs and Coordinators

Other World Languages Pathways

French Language Acquisition

Students at varying levels of proficiency in French are accepted in the secondary school at ISH. After observation and assessment by the French teachers, the students are referred to either language proficiency groups as *emergent*, *capable* and *proficient* depending on their language background, initial and on-going assessments, or French skills.

Here are the levels offered at each year level at ISH.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
MYP 1	Emergent	Emergent				
MYP 2	Emergent	Emergent	Capable			
MYP 3	Emergent	Emergent	Capable	Capable		
MYP 4	Emergent	Emergent	Capable	Capable	Proficient	
MYP 5	Emergent	Emergent	Capable	Capable	Proficient	Proficient

DP <ul style="list-style-type: none"> Only students with Phases 4 and above are accepted. Only students with Phase 4 and 5 Language are guaranteed admission to Lang B level classes. Phases 6 and above students should expect to take Language A classes. 	Phase 1	French Ab Initio*
	Phase 2	Not Accepted
	Phase 3	Not Accepted
	Phase 4	Lang B French SL/HL
	Phase 5	Lang B French SL/HL
	Phase 6	Lang A SL/HL
	Mother Tongue	Lang A SL/HL

*French Ab Initio class can be offered if there is sufficient number of students.



Spanish Language Acquisition

At ISH, Spanish is introduced as an additional language in the lower MYP. MYP 1 students and parents choose between French and Spanish. Once the students choose Spanish, they are recommended to continue Spanish Language Pathway shown below. After observation and assessment by the Spanish teachers, the students are referred to either language proficiency groups as *emergent*, *capable* and *proficient* depending on their language background, initial and on-going assessments, or Spanish skills.

Here are the levels offered at each year level at ISH. Note that only TWO (2) consecutive phases can be combined in one year level.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
MYP 1	Emergent	Emergent				
MYP 2	Emergent	Emergent	Capable*			
MYP 3		Emergent	Capable	Capable*		
MYP 4			Capable	Capable	Proficient*	
MYP 5				Capable	Proficient	Proficient*

* The starred level may not be offered if there are already students in the previous two phases. They can only be offered if there are students ONLY in the previous phase. Fx, MYP 5 Spanish can be either Phases 4 & 5 or Phases 5 & 6.

DP <ul style="list-style-type: none"> Only students with Phases 4 and above are accepted. Only students with Phase 4 and 5 Language are guaranteed admission to Lang B level classes. Phases 6 and above students should expect to take Language A classes. 	Phase 1	Spanish Ab Initio**
	Phase 2	Not Accepted
	Phase 3	Not Accepted
	Phase 4	Lang B Spanish SL/HL
	Phase 5	Lang B Spanish SL/HL
	Phase 6	Lang A SL/HL
	Mother Tongue	Lang A SL/HL

**Spanish Ab Initio class can be offered if there is sufficient number of students.

Family Language (Home Language Programme)

The Home Language Programme (HLP) provides extra-curricular language classes for native speakers. The aims of the Home Language Programme are:

- to maintain and develop students' home language and literacy skills
- to create a network of students sharing the same nationality/language.

The courses are open to all ISH students and offer one hour long, weekly classes spread on two terms: Sept-Dec and Jan-May.



After a first assessment, the students are grouped in mixed classes with similar age and level. The HLP Teachers set up individual learning goals for each student. Therefore, lessons are planned in order to differentiate the work on a student-centered, individual basis and include an exploration of specific cultural aspects of the countries in which the language is spoken.

The languages offered for the school year 2020-2021 are: Spanish, French, German, Italian, Chinese, Portuguese, Korean, Hindi, Romanian, Arabic, Polish, Russian and Danish. The offer is based upon the current students' request.

Diploma Programme Self-taught Languages

In the Diploma, self-taught Language A Literature SL is a demanding and rigorous course comparable to Language A Literature SL. Over the course of two years, students are expected to read 10 works selected from the IB prescribed authors list (PLA). They will take the Literature A SL DP exams during their second year. The course is a part of Group 1 and follows the same protocols as the other DP courses. For more information on this, consult the DP program requirements (<https://ish.dk/academics/dp/>).

Eligibility

- The student's eligibility is based on the entrance interview with the DP coordinator and previous academic records.
- The student should have native-level command of both written and oral literacy in the target language.
- The student should have experience studying literature in the target language.

Requirements

- Self-management skills: The subject is designed as a self-taught course. Therefore, students must be able to study independently.
- Independent studying involves:
 - o Acquiring and reading the required texts
 - o Creating and maintaining a Learner Portfolio (binder, notebook, folder), which is evidence of their work and progress.
 - o Adding reflections and work to their learner portfolios
 - o Reviewing the Literature A DP guide and Self-Taught Student Guide
 - o Preparing for the assessments
 - o Taking mock exams

Tutor

- ISH expects students to find a tutor who will support them.
- The tutor is not hired by the school, but paid for by the student.
- Students decide on the frequency of the meetings and form they take (virtual or in-person).



- Students are welcome to use the school's premises to arrange the meetings and use the school's resources.
- Each semester ISH will ask the tutors to grade a mock exam according to the IB rubric.

Self-Taught Literature Supervisor

A Self-taught Literature supervisor sees students on a weekly basis to follow their progress, guide them in literary analysis, and develop their writing skills.

IB Standards and Practices for Language

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right, and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)



Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Additional Readings

PYP Language Profile

[Danish Advanced and FP9 Language Exam Preparation](#)

[MYP/DP Language Profile](#)

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