



TOWNSVILLE GRAMMAR SCHOOL

IB LANGUAGE POLICY

1.1 Townsville Grammar School - Background

Townsville Grammar School is a co-educational non-denominational School offering classes from Pre-Prep to Year 12 with boarding available from Years 7-12. Established in 1888 under the Grammar Schools Act of 1860, Townsville Grammar School has a long and proud history. Townsville Grammar is the oldest co-educational school on mainland Australia, and was the first secondary school established in North Queensland. The School Motto, "Bonus Intra Melior Exi", which means "Come in good, go out better", still holds true today – to help each child to achieve their own Personal Best. The staff and facilities of Townsville Grammar School are of the highest possible standard to facilitate this process – to maximise the academic, sporting, cultural and, most importantly, the personal outcomes for each student. Ultimately, to open the doors to the rest of their lives.

The traditional values of respect, honesty, industry, responsibility and integrity are modelled, valued and rewarded at Townsville Grammar School, a vital part of character development in the formative years of their lives. The School's graduates include Rhodes Scholars, numerous academic prize winners and many prominent persons in government, law, medicine, education, the arts and industry.

The School is organised across three campuses, the Annandale Campus P to 6, The North Shore Campus P to 6, and the North Ward campus that houses the Middle and Senior Schools. 2006 saw the introduction of the Middle School to the North Ward Campus for students in Years 7 to 9, and 2008 saw the opening of the Pre-Prep Centre on the Annandale Campus. The School continues to grow and respond to the demands of the region and as such the third campus was built in 2016 at North Shore and is currently taking students from Pre-Primary to Year 3.

The student population of approximately 1200 day and boarding students is very diverse. While the vast majority come from the Townsville region, the student body also consists of students from remote and regional areas. We also have a number of interstate and international students who choose to study at Townsville Grammar School.

1.2 Principles of Language Study at TGS

The Townsville Grammar School language policy has been designed to reflect the principles and practices of the International Baccalaureate Diploma. Our language policy therefore:

- Recognises that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication.
- Outlines how students are to learn at least one language in addition to their mother tongue.
- Describes how the development and maintenance of the mother tongue for all learners is to be supported.
- Ensures that there are practices in place to provide inclusion and equity of access to the IB programme offered by the School for all learners, including those who are learning in a language other than their mother tongue
- Describes how the language of the host country is to be promoted.
- Recognises that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document.
- Considers what resources and practices are to be used to involve parents in planning their children's language profile and development.

Language is taught within the IB Learner Profile, striving to educate learners to be:

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



1.3 International Baccalaureate Diploma Curriculum Model.

The Diploma Programme (DP) is a two-year course of study for students aged 16 to 19. It offers a broad and balanced curriculum, which is a deliberate compromise between the early specialisation preferred in some national systems and the breadth favoured in others. The curriculum model is represented in a series of circles spanning out from the central focus of the Learner Profile. This is followed by 'The Core' circle which encompasses ToK, CAS and EE and then by the six academic areas surrounding The Core. Subjects are studied concurrently and students are required to follow a range of subjects representing all the major disciplines.

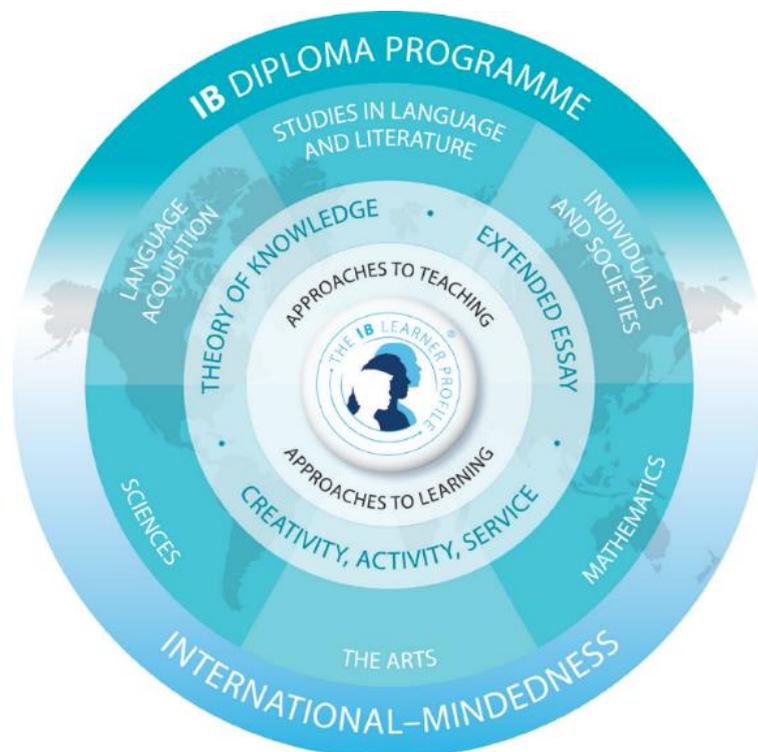


Figure 1: The Diploma Programme curriculum structure.

Students studying the full diploma are required to select one subject from each of Groups 1 to 5. A sixth subject is chosen either from Group 6, or as a second subject from one of the other Groups. Three subjects are taken at higher level (HL) and three subjects are taken at standard level (SL). The recommended teaching time is 240 hours for an HL course and 150 hours for an SL course. This allows students to study in more depth in their preferred subject areas, while requiring them to continue to study in other areas. SL courses are often subsets of HL courses in the same subject.

If students are unable to study the programme in full, they can follow fewer courses, for which they will receive individual certificate results.

2.0 The Study of Languages

The School recognises the very important role of language in an increasingly complex and changing global world. The role of language, both mother tongue and Languages Other than English (LOTE) are an important feature of the curriculum at Townsville Grammar School from Year 4 right through to the elective senior language subjects. At Townsville Grammar School, English is the mother tongue as it is Australia's national language. The School does not offer international students the opportunity to study Language A in their mother tongue in the IB programme. Clearly students of the 21st Century need to have high levels of language proficiency to function effectively in an international society and the School recognises that it is through language that people access their own and others' culture.

2.1 Exit Criteria

The language of instruction at Townsville Grammar School is English. This fulfils National and State Government requirements for compulsory standards in English Language as described through strands of reading and viewing, writing, and listening and speaking, located in National and State syllabi.

English

As students complete Year 10 English at Townsville Grammar School there is an expectation that all students will have reached the following standards in English:

- Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing.
- Demonstrate a critical awareness of a range of written and visual texts.
- Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express
- Compare texts and connect themes to show similarities or differences
- Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently.
- Understand connotations of language in order to interpret the author's intention
- Express ideas with clarity and coherence in both oral and written communication and support them with relevant examples
- Distinguish the main ideas in a text from the secondary ideas.
- Use and understand an appropriate and varied range of vocabulary and idiom.
- Use correct grammar with appropriate and varied sentence structure.
- Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication.

Townsville Grammar School does recognise, however, that there may be pupils who do not reach these standards due to ascertained learning difficulties and those receiving ongoing ESL support. Such pupils will continue to be supported through:

- Provision of appropriate English Courses in the Senior Years i.e. Essential English, English as an Additional Language,
- ESL Classes and ESL Support (Assessment)
- Differentiated language programmes (Diagnosed learning difficulty).
- Teacher aide support (Diagnosed learning difficulty).

2.2.2 Study of English in the Senior Years

Middle School	Years 7-9	English	Language of Instruction
Senior School	Year 10	English	Follows QCAA guidelines Learning Support Students encouraged to take English.
		English Literature	Suited to potential IB students or students interested in Literature.
	Year 11	General English	QCAA Core English subject
	Year 12	Essential English	QCAA subject suited to students perusing trade and other non-tertiary pathways
		English as an Additional language	QCAA subject suited to students whose mother tongue is not English.
		Literature	QCAA subject suited to students who excel at English and wish to study a more rigorous and specialized course.
		IB English (Language and Literature) HL & SL	IB students only.
		IB Language ab-initio (SL)	IB students (no or limited prior background).
		IB Language B (HL & SL)	IB students only (must have sound language background).

2.3 Foreign Language Study at TGS

Townsville Grammar offers a choice of three core languages - Italian, Japanese and French for Middle and Senior years. Students taking IB also have the option to study Spanish at an Ab initio level.

Foreign Languages offered at Townsville Grammar School			
Junior School	Years 4 - 6	French	Compulsory
Middle School	Years 7 - 9	French Japanese Italian (yr 9 - 12)	Compulsory Yr. 7 - 6mnth rotation (Asian/European language) Yr 8&9 - option of 2 Modern Languages.
	Year 10	Italian French Japanese	Elective option
Senior School	Year 11& 12	Italian French Japanese Spanish ab initio Japanese French	Elective options IB students IB Language B option IB Language B option

Foreign Language: Year 10 Exit Criteria

As students complete a Year 10 LOTE subject, there is an expectation that the students have reached the following standards.

Speaking:

- Communicate with comprehensible pronunciation and intonation.
- Use a variety of vocabulary and idiom appropriately and with accuracy appropriate to their level.
- Request and provide information spontaneously on a range of topics within their experience using comprehensible pronunciation and intonation.
- Take part in conversation and dialogue and express personal feelings and opinions.
- Take part in formal and informal discussion on a variety of topics related to the areas of interaction and to cultural issues.

Writing:

- Communicate effectively and appropriately in writing about concrete or familiar situations.
- Communicate effectively for a variety of purposes through the appropriate use of grammatical structures, cohesive devices, vocabulary and spelling.

Listening:

- Understand an appropriately paced conversation from various sources on a variety of concrete or familiar topics.
- Understand formal and informal presentations, given in Language B (German or Japanese) by native speakers, on a variety of concrete or familiar topics including

- cultural issues.
- Understand specific factual information and attitudes expressed in a spoken context, even where some unfamiliar language is used.
- Recognise some different types of discourse and main ideas and draw conclusions.

Reading:

- Demonstrate comprehension of ideas in a variety of authentic material including literary and non-literary texts, some of which may be simplified.
- Identify important points, main ideas and supporting details.
- Extract relevant information and draw conclusions.
- Identify some aspects of style.

2.4 ESL Support Provisions

The language of instruction at Townsville Grammar School is English, however the School does attract a small number of overseas students (28) whose mother tongue is not English. Townsville Grammar School recognises the need to provide for these students, and offers ESL programmes across Years 8-10. The ESL class is timetabled as a Year 10 class of 9 periods per cycle and students across Years 8 and 9 also join this class. This provides approximately 4 hours of class time per week for ESL. Where students in Years 8-10 require extensive ESL support, they are programmed out of LOTE classes to receive additional literacy support. ESL students enrol in the School in Years 8 to 10. It is not usual practice for the School to enrol ESL students into Years 11 and 12 unless they have a level of Language 5.5 - 6 (or above) in either IELTS or TOEFL.

2.5 Mother Tongue (Language A1)

In senior, the School offers the English as an Additional Language class that follows the QCAA English syllabus. These Authority courses enable students to gain the prerequisite English entry for tertiary courses. In Year 10, ESL students are timetabled for 4 extra lessons, and student numbers are kept small to ensure a high student to teacher ratio.

The School attracts only a small number of overseas, ESL, students. For these 25-30 students their mother tongue is not English, but most likely Cantonese or Korean.

Aim of Mother Tongue Programme for IB Diploma at Townsville Grammar School

- To support pupils within the School where English is not their Mother Tongue.
- To develop a sound understanding of English in the areas of reading, writing, listening and speaking, with the view to initiating confident, independent second language learners who can achieve success in the academic, social and cultural life of the School.
- To make use of the school's vertical approach to supporting ESL students in preparation for the IB programme.
- To develop the specific communicative skills required by subjects in the curriculum, including the development of the specific language of critical thinking and problem solving, and the use of creative language as a vehicle for self-expression.
- To initiate an understanding of critical literacy, including strategies for dealing with unfamiliar texts.
- To encourage the continuation, maintenance and development of pupils' mother tongue.
- To develop intercultural awareness where the cultural patterns that affects the

thinking, feeling and acting of societies in which the language is spoken is fully understood.

- To make sure that all subject teachers are given regular in-services in cultural and linguistic awareness of the ESL pupils in their classes.

Content

- Language development in the four macro areas through activities involving grammar, written expression, comprehension, language games, listening activities and oral presentations that are integrated in to the mainstream academic curriculum.
- Lessons will focus on individual needs, where conferencing on mainstream assessment will take place as part of the process.

EXPECTED OUTCOMES

Pupils will be expected to show improvement in the 4 macro areas of reading, writing, listening and speaking as well as, over time, show progression within the NLLIA band scales, enabling them to work confidently, with support, in mainstream classes.

To endeavour to maintain the pupil's Mother Tongue with support from parents, LOTE teachers, foreign television programmes and parallel texts.

STRATEGIES

- To assess individual pupil's level of English to ascertain level of support required. (NLLIA band scales). In Years 8 – 9 an ESL class of 8 x 50 minute lessons per fortnight is programmed for students. Should students require more in depth Literacy Support they are withdrawn from Modern Languages classes to receive extra assistance.
- To give special consideration for all school-based tests and exams where 15 minutes per hour of time extra is provided under supervision of the class teacher. Students may also have access to a dictionary in the exam.
- To provide opportunities for intercultural awareness through exposure to links between languages and different cultures, both in an academic and linguistic sense, as well as through the activities and memberships of the International Committee.
- To set students tasks to develop their mother tongue through conversations with parents and siblings, films, foreign television programmes and provide parallel texts (written in their mother tongue) to those being studied in the mainstream.

EVALUATION

Pupils will be expected to improve their oral, reading, writing and listening skills in English, enabling them to work confidently, with assistance, in mainstream classes.

Entry and exit criteria to be determined by pre and post testing with particular reference to the NLLIA band scales.

Performance Indicators Performance indicators include:

- Increased knowledge of English vocabulary that enables the pupil to access the

- mainstream curriculum confidently.
- Development of sentence structure, beginning with simple sentences moving on to complex sentences using correct grammar and cohesive ties, finally writing factual coherent paragraphs and essays.
 - Increased confidence in oral language, especially when presenting an oral in mainstream classes or participating in a social situation with peers.
 - Proficiency in listening skills, where pupils can confidently and accurately take notes in their second language.

Measurements of Performance

- NLLIA band scales.
- IELTS
- TOEFL
- Formal testing of units studied.
- Recorded observations during class work.
- ACER Standardised tests.

APPENDIX to LANGUAGE POLICY

IB Diploma Assessment Policy

- All assessment in Diploma Programme subjects should relate directly to the course of study and its objectives via a policy, as far as it is practicable, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques should be used that reflect the international breadth of the IBO. The same assessment methodology should apply to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.
 - Diploma Programme assessment and grading procedures should ensure parity of treatment for all candidates irrespective of school, subject, response language or examination session. All grading and assessment judgments should be based on evidence and should not be subject to any form of bias.
 - All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed.
 - The duration of written examinations must not exceed five hours in total at higher level and three hours at standard level. No single written examination paper should be longer than three hours. Wherever possible, examination paper durations should be less than the prescribed maximum, as long as the examinations still provide for valid and reliable assessment. This restriction on duration is particularly relevant in those subjects where internal assessment model.
 - The marking of teachers and examiners will be moderated using a mark/re-mark model followed by a statistical comparison to generate a moderation equation. There will be no cross-component moderation. All such re-marking will be based on identical assessment criteria to the original marking and will be based on sample work sent to an examiner acting as moderator.
 - Internal assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external examination papers; it should not be treated as another means for candidates to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examination.
 - Internal assessment should not be used as a tool for monitoring syllabus coverage, but should be focused on assessing student learning of particular skills. Where necessary, breadth of syllabus coverage should be assessed within external examinations.
 - Internal assessment tasks should not duplicate the kind of work that is carried out for
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extended essays in the same subject.

- Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be "add-on" activities. The work carried out for internal assessment is meant to be part of each student's learning experience.
- For internal assessment marks to make a reliable contribution to a candidate's subject grade, the work that contributes at least half of the total internal assessment mark must be susceptible to moderation. This is a minimum, it being preferable wherever possible for all of the work that gives rise to the internal assessment mark to be available for moderation.
- Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus the final internal assessment mark should reflect a student's best level of performance during the course and not be merely an average performance over the whole course.
- Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work.
- Internally assessed work must be produced under conditions that are well documented and common to all schools for each course. In particular, the role of collaborative work, the degree of assistance that teachers can provide, the extent to which students can use external resources, and the permitted amount of redrafting of work, must be fully described.
- The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is necessary to complete.

Reviewed 05 June 2020

