



## Language Policy

### Introduction

Katedralskolan's IB<sup>1</sup> Diploma Language Policy presents the school's language philosophy, language support and the language courses offered. Diploma Programme (DP) students at Katedralskolan come from all over the world and the language profiles of our DP students are diverse. Therefore, at Katedralskolan the ability to communicate in a variety of modes in more than one language is seen as crucial for understanding yourself, your subjects and for understanding one another and the world.

### Philosophy/ statement of purpose

The DP at Katedralskolan recognises that language is a vehicle for thought, creativity, reflection, learning, self-expression and social interaction. Across the curriculum, students develop critical, creative and personal approaches to learning in order to become life-long learners. Through language, students are able to explore and analyse aspects of personal, host and other cultures, thereby promoting the development of international mindedness. Not only do teaching and learning at Katedralskolan play an important part in strengthening language competencies, teaching and learning also foster intercultural understanding in our multicultural context. Students are enabled to apply skills and knowledge in a variety of real-life situations. Katedralskolan furthermore recognizes that language is essential in sustaining and affirming a student's identity and therefore foreign language learning and mother tongue learning are promoted, alongside English. The DP at Katedralskolan recognizes the importance of the IB Learner Profile in making the acquisition of language crucial to all learning. Since academic language is closely linked to academic thinking, all DP teachers are considered language teachers in the sense that they have a responsibility to develop their students' CALP abilities i.e cognitive academic language proficiency, in the subjects they teach (Cummins 1979). In this way, DP teachers at Katedralskolan share the responsibility of recognising and supporting language development in the language of instruction, that is English.

## Language Support Programme

### Student Welfare Team (SWT)

Teachers and/or other members of staff identify students with inclusive arrangement needs, educational or other. When a student with inclusive arrangement needs is identified, a referral is made to the Student Welfare Team. The SWT consists of the inclusive arrangement teacher, the counsellor, the career adviser, the school nurse, as well as IBDP coordinator and IBDP principal. Their role is to review the information regarding the student's situation and establish an action programme in order to meet the student's needs. The programme is implemented for a specific period of time, and its effectiveness is evaluated.

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<sup>1</sup> International Baccalaureate



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## **Inclusive arrangements**

All students starting the PDP at Katedralskolan **are** screened at the beginning of the autumn term. The process aims to identify students with reading and writing difficulties, for example dyslexia. If reading and writing difficulties are discovered at a later stage these students will also be offered support from the inclusive arrangement teachers.

Inclusive arrangement evaluation may be a long process. In order to get the support a student needs before and during exams, it is of utmost importance that parents/guardians contact the DP coordinator as soon as possible to ensure the support authorized by the IB for inclusive assessment arrangements.

## **English as an additional language (EAL)**

Since English is the language of instruction and of exams, it is important that the students have sufficient language skills. Students who are not proficient in English can get additional tutoring through EAL. At present, this means additional hour(s), once a week in small groups where students receive language instruction and course work support.

The main objectives for EAL are to:

- strengthen and support language development of the EAL learners
- develop EAL learners' reading, speaking, writing and listening
- develop EAL learners' language correctness.

In order for the EAL learners to fully benefit from the EAL lessons there must be regular liaison between EAL teachers and the rest of the DP teaching staff; hence the students' other subjects can be integrated into the EAL lessons.

The DP subject teachers recommend students when and if appropriate. The DP principal decides on the course of action for each student based on the recommendation from the teachers.

## **Mother tongue tuition**

We acknowledge that the mother tongue plays a very important part in affirming a person's identity and self-esteem. Students who speak a language other than Swedish at home can receive tuition in their mother tongue. These lessons take place once a week and are provided by the Lund local authorities. They are therefore not part of our regular schedule and teaching is organized after school. Interested parents should contact the school. The Lund local authorities currently offer tuition in many different languages. Details about mother tongue tuition will be found at [www.lund.se/modersmal](http://www.lund.se/modersmal)

## **The library**

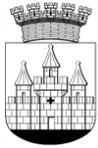
The library aims to encourage and engage students in their overall language development by providing an inspiring and wide selection of literature. The library at Katedralskolan offers a selection of fiction not only in Swedish and in English but other languages as well, covering course work literature and literature to inspire further reading. The school also has a comprehensive collection of non-fiction in order to meet the students' need for resources when completing a variety of assignments within the DP. The librarians assist teachers and students in database searches and other digital services needed. For specialized resources, the Katedralskolan library collaborates with the Lund Library and the Lund University Library.

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### **Career advisor**

The career advisor offers support and help when there are questions concerning entry requirements and applications for universities in Sweden as well as abroad. In order to enter Swedish universities the students will need Swedish A HL or SL. Swedish B HL or SL is not sufficient.

The alternatives for students not having Swedish A HL or SL are:

1. to complete the TISUS test of Swedish – for more information

<http://www.sol.lu.se/nordiska/tisus>

2. to study Swedish as a second language 1, 2 and 3 (Svenska som andraspråk 1, 2 och 3) at Komvux after the Diploma Exam or to study Swedish 1, 2 and 3 (Svenska 1, 2 och 3) at Komvux after the Diploma Exam.

### **Rules and Recommendations**

The students are required to either select one Language A (Studies in Language and Literature or Literature) and one Language B (Language Acquisition) or to select two Languages A. Students have the option of studying a third language (from either group) as an elective instead of a group 6 subject. Please note that language groups will start only if there is a sufficient number of students.

In cases when students choose between two mother tongues or students' progress in the target language is not satisfactory, the students should follow the recommendations of their teachers, DP career advisor and DP coordinator and in accordance with IB regulations.

In December/February, the students at PDP and in MYP choose their subjects for DP1. The students can change their subject choices until the end of May (provided there are places), and they can change levels within their subjects until December in DP1 ( provided there are places).

## **Language courses in the PDP**

### **Compulsory English preparatory course for DP studies in Language A (includes English 5)**

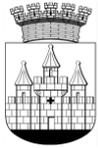
The course is for a student who has 6 or more years of experience of the language and subscribes to the aims and objectives of the National Swedish Curriculum for Engelska 5 as well as the criteria for national Swedish grades.

The course aims to:

- develop the students' ability to analyze, organize and produce texts of various kinds, including visual ones
- develop the students' language skills
- foster the students' personal engagement, creativity, sensitivity and willingness to explore new perspectives and ideas.

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### **Svenska 1 (Swedish 1) = Swedish preparatory course for Swedish A only**

The course is for a fluent language user who has a final grade in “Svenska/Svenska som andraspråk” year 9 from the Swedish comprehensive school. It subscribes to the aims and objectives of the National Swedish Curriculum for “Svenska “as well as the criteria for national Swedish grades.

The course aims to:

- enable the students to understand information and express ideas confidently and creatively in speech and writing for lifelong learning
- increase the students’ confidence in their own ability to think and learn
- enable the students to broaden and deepen their knowledge of language and literature.

### **Svenska som andraspråk 1 (Swedish as a second language 1) = Preparatory course for Swedish B**

- For students who have studied “Svenska som andraspråk” year 9 in the Swedish comprehensive school
- The course descriptions of Swedish as a second language 1, 2 and 3 and their assessment criteria are published by The National Agency for Education on [www.skolverket.se](http://www.skolverket.se)

### **Svenska som andraspråk för grundskolan, year 7, 8 and 9 (Swedish as a second language for the comprehensive school)**

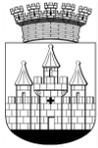
- entry requirements: basic knowledge of written and spoken Swedish, ability to participate in everyday conversations and to write simple texts
- is for a student with basic knowledge of Swedish, who wants to strengthen their Swedish in order to be able to study Swedish B in the DP
- aims to enable the student to write texts of different genres as well as to express themselves orally in various ways and situations

### **Additional language acquisition courses in the PDP**

Katedralskolan usually offers Swedish national courses at different levels in the following modern languages: Danish, French, German, Italian and, Spanish. The languages offered may vary from year to year. The language of instruction is Swedish. For more information on the national courses, see <http://www.skolverket.se>

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## Language Courses in the DP

### Studies in Language A

The Prescribed list of Authors steer most of the content in both A HL/SL and A SL school supported self-taught. The selection of literature is alternated so that students taking two or more A languages never study the same author in any language.

### Language A: Literature SL/HL or Language and Literature SL/HL    **English, Swedish**

- is for a fluent language user studying in their most competent language who has previous experience of using the language of the course in academic contexts.
- In **Literature**, students will study literary texts and develop literary analytical skills.
- In **Language and Literature**, students will develop critical literacy through the study of literary and non-literary texts.

### Language A: Literature SL / school supported self-taught

- is for a fluent language user whose particular language is not English or Swedish. These students study in their most competent language, and they will need to have previous experience of using the language of the course in academic contexts.
- In **Literature SL**, self-taught students will study literary texts and demonstrate literary analytical skills.

An SSST supervisor at Katedralskolan is assigned to organize reading, tasks and assignments, as well as deadlines and Internal Assessment. Meetings will take place on a weekly basis. It is however the responsibility of the student's parents/guardians to provide their child/ward with the support of a tutor in the Language A that the child/ward will study. The course requires good self-discipline in the form of self-studies around five hours per week.

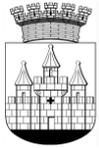
## Language Acquisition

The courses are not intended for near-native, bilingual or native speakers of the languages. For example: a student who has attended the Swedish comprehensive school and studied Swedish as a mother tongue with a passing grade should not be placed in a Swedish B course. Such a student should be guided to either take two Language A courses or take a different language as their Language B choice.

### Language B/HL

### **English, Swedish, French, Spanish**

- is recommended for a language learner who has at least 4 years of experience of the language



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In **Language B HL**, students are expected to extend the range and complexity of the language. The aim is to improve the ability to communicate clearly and effectively in both written and spoken language in a wide range of situations, from everyday exchanges to literary texts, and develop an awareness of the culture of the country/countries where the language is spoken.

Provided there are enough students, French and Spanish will also be offered.

### **Language B/SL**

### **English, Swedish, French, Spanish**

- is recommended for a language learner who has at least 2 years of experience of the language

In **Language B SL**, students will learn to communicate effectively in a range of situations, in both written and spoken language, as well as develop an awareness of the culture of the country/countries where the language is spoken.

Provided there are enough students, French and Spanish will also be offered.

### **Language ab initio SL**

### **Mandarin, Spanish, French - Pamoja online course**

- is for a beginner who has little or no previous experience of the language

In **Language ab initio SL**, students will acquire a language that is useful in everyday social interaction, develop a variety of language skills and develop a basic awareness of the culture in target language countries.

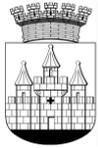
Mandarin ab initio SL, French ab initio SL and Spanish ab initio SL are online courses in cooperation with Pamoja Education. Pamoja Education offers online courses worldwide. Via Skype, the student interacts with their teacher and fellow classmates. Studying an online course requires good computer skills. The course requires good self-discipline in the form of self-studies around five hours per week, in addition to the teacher support online. Katedralskolan has a site-based language ab initio coordinator who is the link between the student, the parents and Pamoja education's administration and teachers.

This Language Policy is a working document, which guides the students and their parents/guardians in their choices of languages and levels. Furthermore, this policy gives guidance for students to acquire sufficient skills to complete their IBDP studies. Each term, there are progress talks during which the subject teacher and the student evaluate the student's academic progress. A student-parent-teacher-conference, conducted by the mentor to address the student's whole school situation, follows these talks.

The Katedralskolan Language Policy will be biannually reviewed.

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**Reference list**

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