



Language B (all languages) Networking Session Washington International School February 3, 2020

Session Agenda:

1. Breakfast and social: 8:30-8:45
2. Self Introduction 8:45 - 9:00
3. Overview + Description of each component and its specificities (side by side with old exam) 9:00 - 9:30
4. Listening Comprehension 9:30 - 10:45
5. Break 10:45 - 11:00
6. Individual Oral Exam 11:00-12:00
7. Lunch + Survey on Questions to break off 12:00-12:45
8. Break-outs on miscellaneous topics: 12:45 - 1:30

Session Minutes/Discussion Notes:

Start at 8:45 James presents where to find the updates. Participants have questions about the format of the exam.

Main points:

Students can use their own wired headphones but if using wireless ones, they must be owned by the school.

Might be easier to separate HL and SL and have it played on speaker.

Possible to separate listening and reading comprehension with a break in between.

If some students are doing the listening component while others are doing the reading component and switching after the break, they cannot interact during the break.

Anne goes over the learning objectives and the description of the assessment.

IA cannot be done in Grade 11.

Hongli goes over changes from the old program.

Anne plays the specimen SL english listening comprehension for participants to experience what the students will experience.

4 min to read questions before each text + 2 min after each playing (2 playings per text) .

Session Minutes/Discussion Notes, continued

Hongli, Ana Maria and Anne show where to find resources for specific languages and share a participant folder to exchange resources.

Participants break off into smaller groups to discuss their practice and exchange resources.

When regrouping, Sarah (participant) shares useful resource for listening comprehension: Yabla. Available in many languages. Each account is 100\$ per year.

Ana Maria presents the Individual Oral Exam in details, explaining each part of the exam in detail, starting with SL and following with HL.

lots of questions on the literary extracts:

- What is the minimum number of words? for example for poetry? We answered that it needs to be as close as possible to 300 words.
- can the extract be photocopied from the book directly? We said it seems so but that we would avoid any page number, chapter titles etc that can help the student locate the extract.
- lines do not need to be numbered.
- 6 extracts maximum, regardless of the number of students.

Hongli covers the guidelines for choosing visual stimuli. “plenty of visual text”, no caption, just the name of the theme it relates to.

break off to lunch at 12:10. During lunch 14 participants responded to the survey about clarifications questions and what to cover in the afternoon:

<https://docs.google.com/forms/d/1pPfrHHQX0EWi-9idVtRzAuVyisioz5ta4mbUxQtoas/edit#responses>

return from lunch at 12:45. Start by answering clarification questions.

Then show some visual stimuli used in French and is spanish.

Hongli showed other IB material to support beyond the guide.

1:05, participants break off into smaller interest groups.

1:25, James gives the final word to thank participants for coming, participants answer the survey.