



XV. GIMNAZIJA
International Baccalaureate Department
Diploma Programme



CROATIAN C
COURSE DESCRIPTION
(non-IB course)

Introduction

The Language C course is designed to meet the needs of students who have substantial prior knowledge of Croatian as a second or foreign language.

The course aims to develop the linguistic skills students need for further study in Croatian, while also fostering an understanding of the cultures of the countries where Croatian is spoken. It enables students to communicate effectively in a range of everyday transactional and social situations and provides them with an additional tool for learning across other subject areas.

The study of Croatian C requires careful attention to language forms, structures, functions, and concepts. Students consolidate and extend their knowledge of vocabulary and grammar—the fundamental elements of language—while developing an understanding of key language concepts such as **audience, context, purpose, and meaning**. They broaden their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes connected to their academic and personal interests.

International-mindedness is central to the IB philosophy. Students are therefore expected to engage with a variety of oral and written texts that reflect linguistic variation and regional accents. Such variation may also be represented in texts used for external assessment, while ensuring that the language remains accessible and comprehensible to students.

Explicit links to **Theory of Knowledge (TOK)** strengthen students' ability to communicate in the target language by encouraging greater self-awareness as inquirers and active participants in their own language-learning process.

In accordance with the level of the course, communication skills are further developed through the other categories of **Approaches to Teaching and Learning (ATL) skills**, including thinking, research, social, and self-management skills.

Croatian C syllabus is planned carefully to provide opportunities for students to include:

- transferring the critical-thinking process explored in TOK to the development of well-supported arguments in written text types, such as a speech or report
- using personal knowledge gained from a CAS experience as a cultural comparison in an individual or group oral activity, or as an example in a written response
- developing ideas for CAS activities as a result of themes and topics explored in a language acquisition class

Course Aims

Croatian C language group consists of students with different levels of linguistic proficiency when they begin. There is a single set of course aims, which are common to all the students, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. The aims are to:

1. develop students' intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

Course Objectives

At the end of Croatian C course, the students are expected to demonstrate ability to:

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

Syllabus Details

The syllabus consists of four units and five prescribed themes that provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

Themes	Teaching hours
identities	approximately 120 hrs in Year 1 and 105 hrs in Year 2
experiences	
human ingenuity	
social organization	
sharing the planet	

The themes allow students to compare the target language and cultures to other languages and cultures to which they are familiar. They also provide opportunities for students to make connections to other DP disciplines.

The themes will be explored through written, visual and audio texts.

Text types eligible for analysis are: article (newspaper and magazine), blog, journal, email/letter, interview, news report, opinion column/letter to the editor, cover letter, (official) report, review, set of instructions/guidelines, social media posting, speech/presentation/commercial.

Implementation

- DP Year 1: The school offers approximately 120 lessons a year; Croatian C is delivered 3 periods a week.
- DP Year 2: The school offers approximately 105 lessons a year; Croatian C is delivered 3 periods a week.

Course Assessment

- The students will be evaluated based on their performance on tests, quizzes, in debates, oral presentations, discussions and reading and writing assignments.
- Teacher-based evaluation and some peer and self-evaluation will be used throughout the course.
- In order to develop language skills the teachers assess the students formatively and summatively
- Formative assessment refers to all kind of quizzes, practices and tasks which demonstrate student knowledge of vocabulary, their grammar and syntax skills.
- The summative assessment refers to tasks where some overall competences are shown, such as listening and reading comprehension, all kind of oral exams and producing different text-types and essays.

Students will be assessed on their ability to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Organize ideas on a range of topics, in a clear, coherent and convincing manner
- Understand, analyze and respond to a range of written and spoken texts

Assessment criteria

Criterion A	Language
Criterion B	Oral
Criterion C	Written
Criterion D	Essay

Final Grades

Throughout a language acquisition course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, language teachers use a variety of formative assessments to scaffold student development of content knowledge and skills.

Points are awarded in each criterion at the end of the school year, taking into account achievements in each individual task (formative and summative assessment).

Final grades are derived according to the grade boundaries:

Grade	Boundaries
1	0 – 14%
2	15 – 28%
3	29 – 43%
4	44 – 57%
5	58 – 71%
6	72 – 86%
7	87 – 100%

Topics

YEAR 1:

Unit 1: Tko sam i kako me drugi vide?

Identities / Experiences

Language helps us describe ourselves and others, but our identity is also shaped by relationships, experiences and perspective.

TOK: How much can we really know about ourselves, and how much of our identity is shaped by the way others see us?

Unit 2: Kako živimo zajedno?

Experiences / Social organization

Everyday language reflects relationships, cultural practices and the ways in which people live and communicate together.

TOK: How do we know whether something is a cultural tradition or simply our own experience?

Unit 3: Kako jezik otvara vrata?

Social organization / Human ingenuity

The language we use changes according to our purpose, audience and context, influencing how others understand and respond to us.

TOK: How does the language we use influence how others perceive us?

Unit 4: Kako nastaje značenje?

Experiences / Identities / Human ingenuity

Stories, images, language and personal experiences influence the way we interpret people, events and the world around us.

TOK: How do we know whether we are discovering meaning or creating it?

YEAR 2:

Unit 1: Tko sam i kako postajem ono što jesam?

Identities / Experiences

Our identity is shaped by relationships, experiences and the stories we tell about ourselves.

TOK: How much can we really know about ourselves?

Unit 2: Priče koje pričamo, životi koje živimo

Experiences / Human ingenuity

Stories and language shape how we interpret experiences.

TOK: Does changing the language change what we know?

Unit 3: Što znači uspjeti?

Social organization / Human ingenuity

Our understanding of success is influenced by personal values and society.

TOK: How do we know that something is successful?

Unit 4: Kako znamo što je važno?

Sharing the planet / Experiences / Identities

Culture and values influence how individuals and communities understand what matters.

TOK: Are our values something we know or something we learn?