Middle Years Programme

Language and literature guide

For use from September 2014/January 2015



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Published May 2014
Updated September 2014, September 2017, April 2021, April 2023

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Website: www.ibo.org

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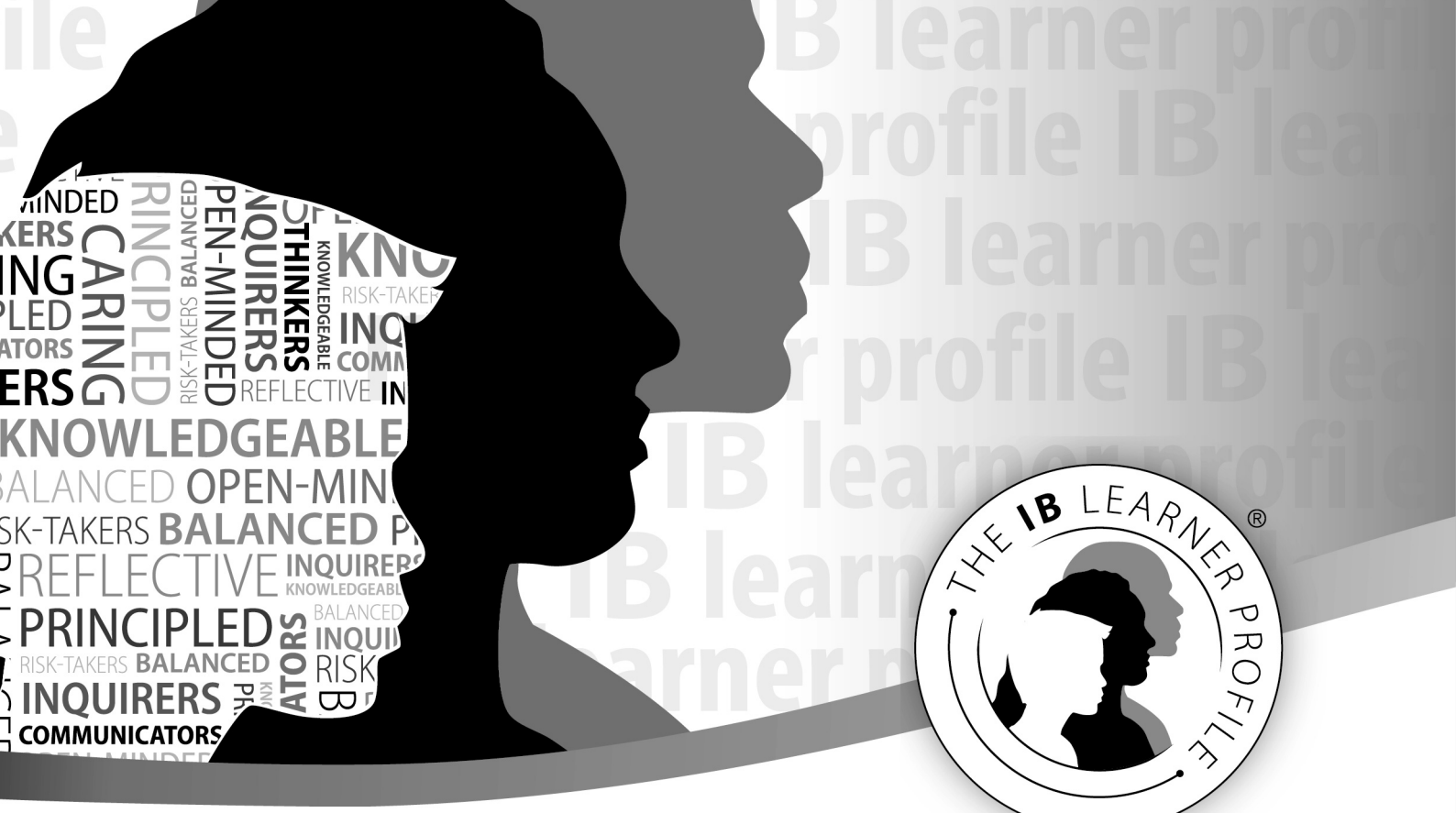
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IB mission statement

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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Purpose of this guide

This guide is for use from September 2014 or January 2015, depending on the start of the school year.

This document provides the framework for teaching and learning in language and literature in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (May 2014), which includes:

- general information about the programme
- the MYP unit planner, with guidance for developing the curriculum that is relevant for all subject groups
- detailed information about approaches to learning
- advice that supports access and inclusion (including accommodations for students with learning support requirements)
- a statement on academic honesty.

In MYP publications, requirements appear in a text box like this one.

Additional resources

Teacher support materials (TSMs) are available in the programme resource centre (https://resources.ibo.org). The TSM for language and literature contains support for developing the written, taught and assessed curriculum. They provide examples of good practice, including subject group overviews, assessment tasks and markschemes, as well as student work with teacher comments.

An optional process of external assessment can lead to **IB MYP course results** for language and literature, and these results can contribute to the awarding of an **IB MYP certificate**. More information is available in the annual publication Middle Years Programme *Assessment procedures*.

A range of publications that support the MYP are available at the IB store (http://store.ibo.org).

Acknowledgments

The IB gratefully acknowledges the generous contributions of IB World Schools and a global community of educators who collaborate in the development of the Middle Years Programme.

Programme model

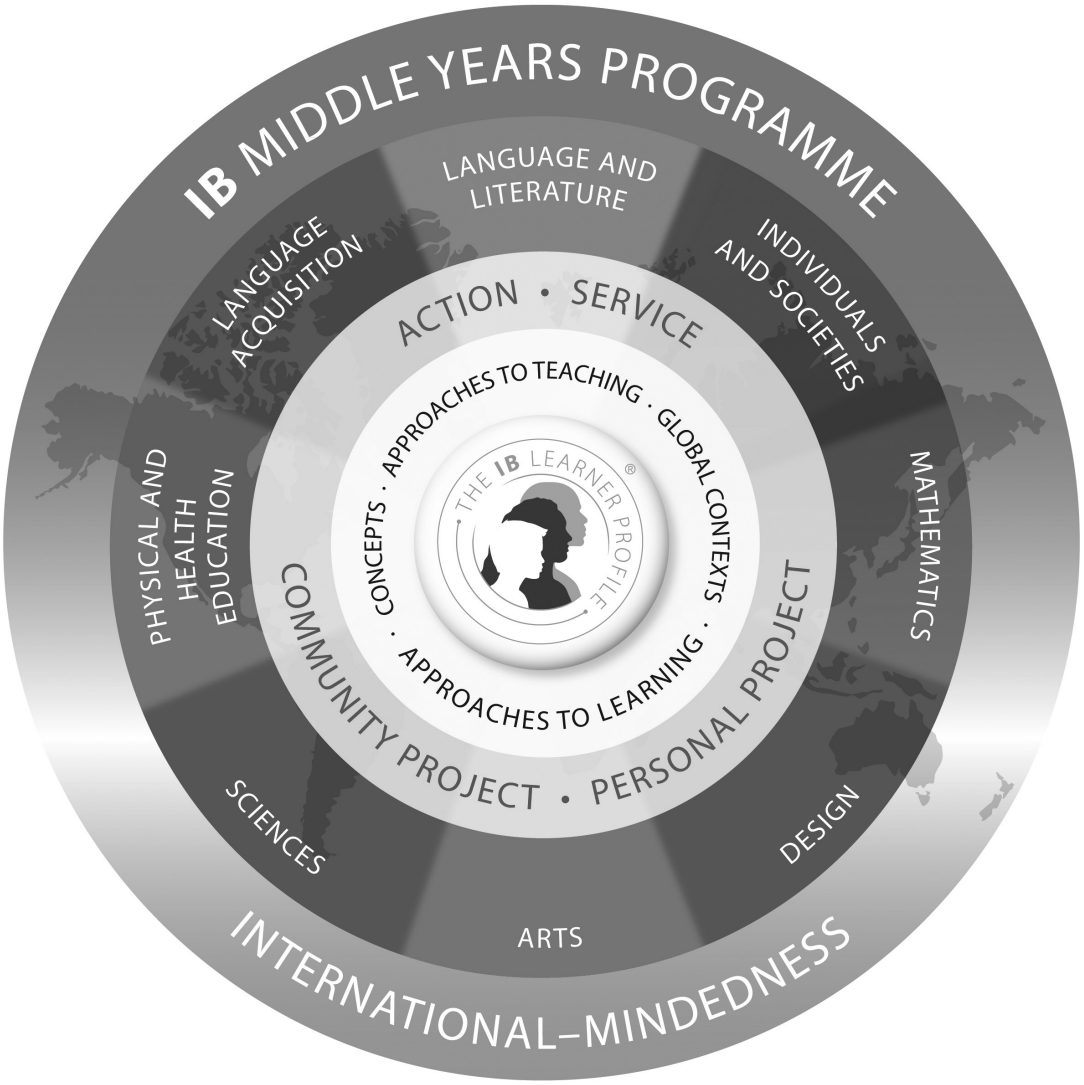


Figure 1
Middle Years Programme model

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The MYP:

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge**, **attitudes and skills** they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

Nature of language and literature

> Language is what makes us human. It is a recourse against the meaningless noise and silence of nature and history.
>
> Octavio Paz

> Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.
>
> Boris Pasternak

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

To assist in achieving these broader goals, this guide provides both teachers and students with clear aims and objectives for MYP language and literature, as well as details of internal assessment requirements.

Language and literature across the IB continuum

The IB continuum of international education provides a progression of learning for students aged 3 to 19. MYP language and literature builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme or other primary education. Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry. The six skill areas in PYP language—listening, speaking, reading, writing, viewing and presenting—are further developed through the MYP years.

An MYP language and literature course starts with the skills that students have mastered during the PYP. It will include:

- the approaches to learning (ATL) skills, at increasing levels of complexity, throughout the programme
- the MYP command terms that are relevant to language development.

The course will be inquiry-driven and the teaching strategies and learning experiences (both disciplinary and interdisciplinary) will build upon the units students may have experienced in their primary education.

Students continuing on to the DP will have a grounding in at least one language that will enable them to undertake the DP course options, particularly those in studies in language and literature, but also in the core and other academic areas. They will also have developed an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages in the MYP, they may be eligible for a bilingual diploma in the DP.

Figure 2 shows the IB continuum pathways to DP studies in language and literature.

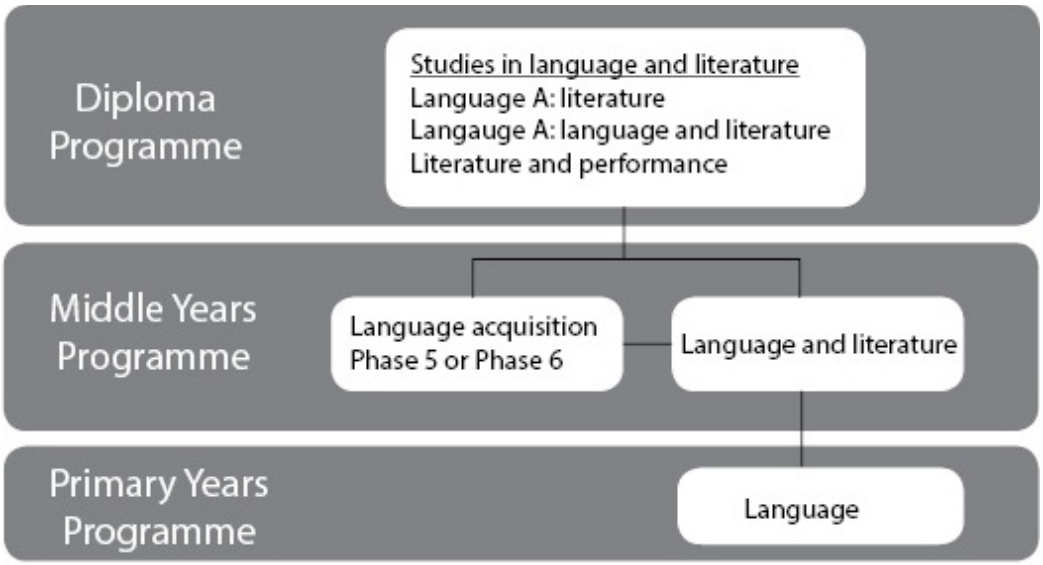


Figure 2

IB continuum pathway to Diploma Programme studies in language and literature

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Objectives

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP language and literature encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

The objectives represent some of the essential processes of language: "Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication" (Lanning 2013: 19).

In order to meet these objectives, teachers will need to concentrate on each of the macroskills of language: listening, speaking, reading, writing, viewing and presenting. These language modes are very much interactive and interrelated, though in some instances teachers may wish to deal with them in discrete learning experiences and separate texts.

> Schools **must** use the objectives provided in this guide for years 1, 3 and 5 of the programme.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

> Subject groups **must** address **all** strands of **all** four objectives **at least twice** in **each year** of the MYP.

These objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of this guide.

A Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of language and literature, students should be able to:

i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. analyse the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts.

B Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of language and literature, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a sustained, coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and the audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of language and literature, students should be able to:

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

D Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of language and literature, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Planning a progression of learning

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students progress through their MYP language and literature studies, they are expected to engage with and explore an increasing **range** and **sophistication** of **literary and informational texts** and **works of literature** extending across **genres**, **cultures** and **historical periods**. These texts will also provide models for students to develop the competencies to communicate **appropriately** and **effectively** in an increasing range of **social**, **cultural** and **academic contexts**, and for an increasing **variety of audiences and purposes**.

Throughout the programme, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

Year 1 In order to reach the aims of language and literature, students should be able to:	Year 3 In order to reach the aims of language and literature, students should be able to:	Year 5 In order to reach the aims of language and literature, students should be able to:
Objective A: Analysing		
i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts.	i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts.

Year 1 In order to reach the aims of language and literature, students should be able to:	Year 3 In order to reach the aims of language and literature, students should be able to:	Year 5 In order to reach the aims of language and literature, students should be able to:
Objective B: Organizing		
i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.
Objective C: Producing text		
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas.	i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.	i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.

Year 1 In order to reach the aims of language and literature, students should be able to:	Year 3 In order to reach the aims of language and literature, students should be able to:	Year 5 In order to reach the aims of language and literature, students should be able to:
Objective D: Using language		
i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.

Interdisciplinary learning

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students in the MYP. It prepares students for further academic study and for life in an increasingly interconnected world.

Interdisciplinary teaching and learning is grounded in individual subjects, but extends disciplinary understanding in ways that are:

- **integrative**—bringing together concepts, skills, or modes of communication from two or more subject groups, disciplines or established areas of expertise to develop new perspectives or understandings
- **purposeful**—connecting disciplines to solve real-world problems, create products or address complex issues in ways that would have been unlikely through a single approach.

Interdisciplinary learning can and should take place within subjects, and the MYP concepts and global contexts provide the tools for this transfer to take place (though it may not be the central focus). Interdisciplinary units are another opportunity for this, where developing new conceptual understandings using knowledge from multiple disciplines is the central focus of the unit.

Within Interdisciplinary units, the MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across subject groups and disciplines. *Interdisciplinary teaching and learning in the MYP* contains more information, including a detailed process for planning these units, as well as criteria to assesses interdisciplinary understanding.

> MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit for each year of the programme integrating disciplines either within or across subject groups.

MYP language and literature offers many opportunities for interdisciplinary teaching and learning within subject units, or as more purposeful interdisciplinary units. Possible interdisciplinary units in this subject group could include inquiries into:

- creativity in literary and artistic works; for example, an exploration into how artists create, in particular the use of symbolism and poetic devices, and the form and stylistic choices used by artists
- interactive multimedia products that can be used to communicate literary concepts (design)
- the problems of negative body image among adolescents; for example, designing brochures and advertising for an awareness raising campaign (physical and health education)
- literary interpretations of social conflict; for example, those dealing with the second world war (individuals and societies).

Authentic interdisciplinary learning often requires critical reflection and detailed collaborative planning. However, teachers and students can also make interdisciplinary connections through spontaneous learning experiences and conversations.

> All MYP teachers are responsible for developing meaningful ongoing opportunities for interdisciplinary teaching and learning, both within their disciplines and in the context of interdisciplinary units.

MYP projects

The MYP community project (for students in years 3 or 4) and MYP personal project (for students in year 5) aim to encourage and enable sustained inquiry that generates new insights and deeper understanding. In these culminating experiences, students develop confidence as principled, lifelong learners. They grow in their ability to consider their own learning, communicate effectively and take pride in their accomplishments.

Courses in language and literature help students to develop key approaches to learning (ATL) that lead to success and enjoyment in the MYP projects. In language and literature, students have important opportunities to practise ATL skills, especially thinking skills. Being able to analyse and evaluate issues and ideas, and to consider ideas from multiple perspectives, are essential aspects of studying language and literature.

Language and literature offers many opportunities for learning through action. Language and literature could inspire community projects and personal projects that have as their goal.

- To advocate for a social change or improvement in the community of the student's home country, the host country where the school is located or in the country of the mother tongue of the student or the target language being studied by the student.
- To create an awareness campaign on an issue of personal, local or global significance and to conduct and communicate the campaign in multiple languages.
- To organize and participate in an event such as a performance, a debate or a poetry recital for an audience of the school community and the public, as a charity event or cultural event or both.
- To write a short story, poetry anthology or a play that represents a theme of personal, local or global significance.

For further information please refer to the *Personal project guide* and the *Community project guide*, which can be found in the programme resource centre under MYP resources..

Requirements

Teaching hours

Schools must allocate the teaching hours necessary to meet the requirements of MYP language and literature.

> The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme.

In practice, more time is often necessary to meet subject group aims and objectives and to provide for the sustained, concurrent teaching that enables interdisciplinary study.

For students pursuing IB MYP course results that can contribute to the awarding of the IB Middle Years Programme certificate, language and literature courses should include at least 70 teaching hours in each of the final two years of the programme (MYP year 4 and MYP year 5).

Considering the final objectives and standards expected in MYP language and literature, more hours than the minimum figure per year are recommended, though this may vary depending on school location, student background, and whether the language studied is also the language of instruction of the school. (If the language studied is not the language of instruction, schools may need to consider allocating more time.) Schools must ensure that students are given sufficient time and **continuous** instruction to allow them the opportunity to meet the final objectives for language and literature.

Organizing language and literature in the school

In order to give the students an opportunity to meet the MYP language and literature objectives at the highest level, teachers should plan a balanced curriculum with content that includes:

- challenging works from their own sources to suit the particular needs and interests of their students
- diverse works that broaden their students' experiences and perspectives, and encourage increased intercultural understanding through the study of a rich variety of cultures, historical periods and places.

> Each MYP language and literature course **must** include study of a balance of **language** and **literature**.

Language learning in context, language acquisition and literature all play a key role in constructing the language and literature curriculum and provide a natural entry point to inquiry-based learning.

> Each MYP language and literature course **must** include study of a balance of **genres**.

Teachers must ensure that students have the opportunity to study a range of different text types; for example, short fiction and long fiction, extracts and full-length works, poetry, drama, non-fiction and visual texts. It is recommended that multiple genres are addressed within each year of the programme so that students have the opportunity to fully develop their genre-specific skills over the five years.

Each MYP language and literature course **must** include study of a range of **literature**.

The definition of literature varies between cultures and languages. In most cultures, literature includes poetry, prose (short stories and novels), mythology and drama, and in some cultures, literature also includes autobiography, biography, graphic novels, travelogues, satires, essays, letters, literary non-fiction, speeches, oral traditions, screenplays, film and episodic television. Schools need to determine what constitutes literature within the context of their language and literature course(s).

Each year of each MYP language and literature course **must** include a **world literature** component.

In the MYP, world literature means literature from different parts of the world and works in translation, each of which clearly shows diverse cultures.

In most cases, students will study the same language in language and literature for the entire programme. In some cases, and for varying reasons, students may begin studying a language as a second or additional language in the language acquisition subject group, and then study that language in language and literature in the later years of the MYP, after they develop sufficient language proficiency. In these cases, it is essential that the teachers from the two language groups collaborate closely to provide a smooth transition.

The circumstances specific to individual schools will determine which language(s) schools are able to offer, and the organization of the language and literature subject group within the school.

Where there are students for whom the school's language of instruction and the language studied in the language and literature course are additional languages, schools should provide an effective strategy to support language acquisition. Please see the document *Learning in a language other than mother tongue in IB programmes* (April 2008), for further information.

Planning the language and literature curriculum

IB World Schools are responsible for developing and structuring MYP language and literature courses that provide opportunities for students to meet the aims and objectives of the programme. Each school's circumstances, including local and national curriculum requirements, determine the organization of language and literature within the school.

MYP standards and practices require schools to facilitate and promote collaborative planning for the purpose of curriculum development and review.

Language and literature objectives for years 1 to 5 of the curriculum provide continuity and outline a progression of learning. These objectives guide teachers in making decisions about developmentally appropriate learning experiences, including formative and summative assessments.

As they develop the vertical articulation of language and literature over the years of the programme, teachers should plan increasingly complex units of work that encompass multiple objectives. However, within these units, discrete tasks or smaller units of work might concentrate on specific objectives or individual strands.

Language and literature courses offer many opportunities to build interdisciplinary connections across the curriculum. Horizontal articulation for each year of the programme should coordinate teaching and learning across courses in language and literature, as well as identify shared conceptual understandings and approaches to learning (ATL) that span multiple subject groups and help to create a coherent learning experience for students throughout the year.

Development of skills to meet language and literature course objectives

Through studying MYP language and literature, students will show an increasing awareness of the power of language—both in their own and others' language use. Students will be able to use and interpret language suitably for a variety of intentions and contexts.

Students should work with both familiar and previously unseen texts, in order to practise, develop and demonstrate their language and literature skills. Students should engage with texts from different times, places, cultures, geographical regions, historical periods and perspectives.

Oral communication

Oral communication encompasses all aspects of **listening** and **speaking**—skills that are essential for language development, for learning and for relating to others. Oral communication enables students to construct meaning through the process of articulating thoughts in a variety of ways. Debates, role plays, discussions, Socratic seminars, oral essays, lectures, speeches, interviews, simulations, poetry recitals, and dramatic as well as oral interpretations of literature are all examples of learning experiences students may engage with in order to develop their oral communication skills, both as listeners and speakers. Some oral communication tasks will involve a single, main speaker whereas other oral communication tasks will involve multiple, interacting speakers.

Written communication

Written communication encompasses all aspects of **reading** and **writing**. Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, as well as the author's techniques and effects.

Writing allows us to develop, organize and communicate thoughts, ideas and information. Fiction and non-fiction in a variety of genres (for example, novels, short stories, biographies, autobiographies, diaries, letters, pastiches, parodies, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails, websites, appeals, brochures, leaflets, editorials, interviews, magazine articles, manifestos, reports, instructions and guidelines) are all text types students may engage with to develop their written communication skills, both as readers and writers.

Visual communication

Visual communication encompasses all aspects of **viewing** and **presenting**. Viewing and presenting means interpreting or constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. Visual texts present information; learning to interpret this information and the ability to understand and use different media are invaluable skills. Engaging with visual texts gives students the opportunity to understand the ways in which images and language interact to convey ideas, values and beliefs. Advertisements, works of art, performance art, dramatic interpretations, postcards, graphic novels, animations, cartoons, comics, films, music videos, video clips, newspapers and magazines, graphs, tables, diagrams, leaflets, posters and television programmes are all examples of visual text types students may engage with in order to develop their visual communication skills, both as viewers and presenters.

Please note that the examples above do not constitute a definitive list, and teachers may wish to incorporate other text types into classroom practice.

Teachers should also ensure that students have the opportunity to develop their skills in completing work with **different requirements** and under a **variety of conditions**. Schools could, for example, set tasks that are:

- carried out under supervised or unsupervised conditions
- completed on electronic devices rather than handwritten, or vice versa
- timed or untimed
- formal or informal
- completed as part of a process (brainstorming, organization, drafting, redrafting, editing and publishing), or impromptu
- oral, written or visual.

Please note that the document *MYP: From principles into practice* (May 2014) provides detailed information on organizing the written, taught and assessed curriculum, including the use of the objectives, assessment criteria and the planning of units of work.

Teaching and learning through inquiry

Inquiry, in the broadest sense, is the process that is used to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning and connecting. In all IB programmes, inquiry develops curiosity and promotes critical and creative thinking.

The MYP structures sustained inquiry in language and literature by developing **conceptual understanding** in **global contexts**. Teachers and students develop a **statement of inquiry** and use **inquiry questions** to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary **approaches to learning** skills.

Conceptual understanding

A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or a place in time. Concepts represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of language and literature.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues and evaluate decisions that can have an impact on themselves, their communities and the wider world.

> In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the language and literature subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

Table 1 lists the key concepts to be explored across the MYP. The key concepts contributed by the study of language and literature are **communication**, **connections**, **creativity** and **perspective**.

Aesthetics	Change	**Communication**	Communities
Connections	**Creativity**	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Table 1
MYP key concepts

These key concepts provide a framework for language and literature, informing units of work and helping to organize teaching and learning.

Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

Through exploring texts, we exchange, express, analyse and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

Connections

Connections are links, bonds and relationships among people, objects, organisms or ideas.

Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.

Creativity

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.

In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.

Perspective

Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analysed, deconstructed and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.

Other key concepts can also be important in language and literature; including **identity**, **culture**, **form**, **time, place and space**.

Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Table 2 lists related concepts for the study of language and literature. Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

Table 2
Related concepts in language and literature

A glossary of these related concepts for language and literature can be found in the "Appendices" section of this guide.

Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP language and literature can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Teachers must identify a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters).

Many inquiries into language and literature concepts naturally focus on personal and cultural expression, and identities and relationships. However, teachers are encouraged to design their courses to offer students opportunities to explore other MYP global contexts in relation to the aims and objectives of the subject group.

Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP language and literature units.

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts and of the concept of truth.	• Perspective • Context, point of view, corroboration, style • Orientation in space and time	Literary interpretations of social conflict: such as the second world war
Directors create films to position audiences to respond in a particular way.	• Creativity • Audience imperatives, meaning, purpose • Personal and cultural expression	Feature film or documentary study (some possible films to study might include *Bowling for Columbine* [2002]; S*uper Size Me* [2004])
Historical contexts shape literary genre.	• Connections • Context, genres • Orientation in space and time	Historical fiction; short-story unit; comparative study (for example, Shakespeare's *Romeo and Juliet* to Baz Luhrmann's film version; *Persepolis* [graphic novel] compared to *One Hundred Years of Solitude* [revolution theme])
Persuasive texts, specifically in marketing and politics, use language intended to influence our behaviour and decisions.	• Communication • Bias, purpose, audience, stylistic choices, form, function • Personal and cultural expression	Advertising unit

Table 3
Example statements of inquiry

Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 4 shows some possible inquiry questions for MYP language and literature units.

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
• What is a personal narrative and what are the linguistic features of narratives and stories? • What are the components of a basic essay? • How is fantasy different from other genres? • What techniques do advertisers employ to influence our behaviour and decisions?	• Why do we tell stories? What can we express through a story? • What is truth? Where/Why/How do people search for the meaning of truth? • How are audiences influenced by film codes and conventions? • How can we avoid being manipulated by what we see, hear and read?	• Why do we create? • How is truth corroborated? Is the truth out there? • Is every decision made in creating a film a conscious choice, or do we read too much into our analysis? • When do advertisements become unethical?

Table 4

Examples of factual, conceptual and debatable questions

Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 5 suggests some of the indicators that can be important in language and literature.

Category	Skill indicator
Thinking skills	Evaluate evidence and arguments.
Social skills	Listen actively to other perspectives and ideas.
Communication skills	Use a variety of media to communicate with a range of audiences.
Self-management skills	Keep an organized and logical system of information files and notes.
Research skills	Seek a range of perspectives from multiple and varied sources.

Table 5

Examples of language and literature-specific skill indicators

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

Table 6 lists some specific ATL skills that students can demonstrate through performances of understanding in language and literature.

Approaches to learning
Communication (communication): read critically and for comprehension.
Thinking (creative thinking): create original works and ideas.

Table 6

Examples of language and literature demonstrations of ATL skills

Subject-specific guidance

MYP language and literature is a compulsory component of the MYP in every year of the programme.

Schools are strongly encouraged to offer language and literature courses in multiple languages. The language in which students undertake their language and literature course may be:

- their mother tongue or the language in which they are most proficient
- the language of instruction of the school.

Schools do not have to restrict themselves to only the languages offered at the school or in the community. Schools are encouraged to make use of the mother-tongue language provisions for certification, enabling students to study their mother tongue even when the school is not able to offer it within their standard curriculum.

The language and literature course should:

- engage a student in the study of many aspects of the language and literature of a community and its culture
- develop the student's language; specifically their listening, speaking, reading, writing and critical literacy skills
- provide a linguistic and academic challenge for students in order to give them the best possible educational experience and develop their language skills to their full potential
- offer a study of a wide range of literary and non-literary text types, writing styles and techniques. Analysis of literary and non-literary text includes commenting on the significance of any possible contexts, audience, purpose and the use of linguistic and literary devices.
  - Literary texts can be visual, written or spoken, contemporary or traditional that use language in aesthetic, imaginative and engaging ways—to entertain, to evoke empathy, to express cultural identity and to reflect on ideas and issues.
  - Non-literary texts can be visual, written or spoken, contemporary or traditional texts that use language in precise and accurate ways to inform, to transact, to report on ideas, events and issues, to explain, analyse, argue, persuade and express an opinion. A non-literary text can be, for example, an advertisement; an opinion column; an extract from an essay; an electronic text (such as social networking sites, blogs); a brochure (such as a public information leaflet); an extract from a memoir, diary or other autobiographical text.

Resources

The choice of resources within a school should reflect the languages and the range of age and abilities within that school. The school library has an essential role to play in this process. As well as providing up-to-date and appropriate resources for both teachers and students, the school library should provide opportunities for students to access material to support subject-specific and interdisciplinary units of work, and to develop information literacy skills. With regard to language and literature in particular, the library is key in providing world literature, works in translation and books in different languages, and in providing rich opportunities for students to develop and communicate their understanding in multimodal and multimedia ways. Information and communication technology (ICT) should be used, when appropriate, as an important means of expanding students' knowledge of the world in which they live, gaining access to a broader range of language resources and as a new channel for developing skills. All teachers have the responsibility to teach students to use electronic media critically so that students are aware of the uses and limitations of the data.

Alignment of objectives and assessment criteria

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP language and literature has a corresponding strand in the assessment criteria for this subject group. Figure 3 illustrates this alignment and the increasingly complex demands for student performance at higher achievement levels.

A Analysing

At the end of year 5, students should be able to:

i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. analyse the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.
3–4	The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.
5–6	The student: i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.
7–8	The student: i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.

Figure 3

Language and literature objectives and criteria alignment

Assessment criteria overview

Assessment for language and literature in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Analysing	**Maximum 8**
Criterion B	Organizing	**Maximum 8**
Criterion C	Producing text	**Maximum 8**
Criterion D	Using language	**Maximum 8**

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP language and literature. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

Language and literature assessment criteria: Year 1

Criterion A: Analysing

Maximum: 8

At the end of year 1, students should be able to:

i. identify and comment upon significant aspects of texts

ii. identify and comment upon the creator's choices

iii. justify opinions and ideas, using examples, explanations and terminology

iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification and comment upon significant aspects of texts ii. provides **minimal** identification and comment upon the creator's choices iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. **identifies few** similarities and differences in features **within and between texts**.
3–4	The student: i. provides **adequate** identification and comment upon significant aspects of texts ii. provides **adequate** identification and comment upon the creator's choices iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. **identifies some** similarities and differences in features **within and between texts**.

Achievement level	Level descriptor
5–6	The student: i. provides **substantial** identification and comment upon significant aspects of texts ii. provides **substantial** identification and comment upon the creator's choices iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. **describes some** similarities and differences in features **within and between texts**.
7–8	The student: i. provides **perceptive** identification and comment upon significant aspects of texts ii. provides **perceptive** identification and comment upon the creator's choices iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology iv. **compares and contrasts** features **within and between texts**.

Criterion B: Organizing

Maximum: 8

At the end of year 1, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a logical manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 1, students should be able to:

i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few** relevant details and examples to support ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience iii. selects **some** relevant details and examples to support ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to support ideas.
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii. selects **extensive** relevant details and examples to support ideas.

Criterion D: Using language

Maximum: 8

At the end of year 1, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

Language and literature assessment criteria: Year 3

Criterion A: Analysing

Maximum: 8

At the end of year 3, students should be able to:

i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. identify and explain the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. interpret similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationship among texts ii. provides **minimal** identification and explanation of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. interprets **few** similarities and differences in features within and between genres and texts.
3–4	The student: i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationship among texts ii. provides **adequate** identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. interprets **some** similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
5–6	The student: i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides **substantial** identification and explanation of the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. **competently** interprets similarities and differences in features within and between genres and texts.
7–8	The student: i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts **thoroughly** ii. provides **perceptive** identification and explanation of the effects of the creator's choices on an audience iii. gives **detailed justification** of opinions and ideas with **a range** of examples, and thorough explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** features within and between genres and texts.

Criterion B: Organizing

Maximum: 8

At the end of year 3, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention effectively ii. **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 3, students should be able to:

i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination and sensitivity and **minimal** exploration and consideration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few relevant** details and examples to develop ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. selects **some** relevant details and examples to develop ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to develop ideas.

Achievement level	Level descriptor
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii. selects **extensive** relevant details and examples to develop ideas with precision.

Criterion D: Using language

Maximum: 8

At the end of year 3, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication iv. spells/writes and pronounces with limited accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
7–8	The student: i. **effectively** uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

Language and literature assessment criteria: Year 5

Criterion A: Analysing

Maximum: 8

At the end of year 5, students should be able to:

i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. analyse the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.
3–4	The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.

Achievement level	Level descriptor
5–6	The student: i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.
7–8	The student: i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.

Criterion B: Organizing

Maximum: 8

At the end of year 5, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a sustained, coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may **not always be suitable** to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a **sustained**, **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 5, students should be able to:

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination and sensitivity and **minimal** exploration of, and critical reflection on, new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few** relevant details and examples to develop ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination and sensitivity and **some** exploration of, and critical reflection on, new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. selects **some** relevant details and examples to develop ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination and sensitivity and **substantial** exploration of, and critical reflection on, new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to develop ideas.

Achievement level	Level descriptor
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of insight, imagination and sensitivity and **perceptive** exploration of, and critical reflection on, new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **extensive** relevant details and examples to develop ideas with **precision**.

Criterion D: Using language

Maximum: 8

At the end of year 5, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

MYP eAssessment

Students seeking **IB MYP course results** for MYP language and literature complete an onscreen examination in which they can demonstrate their achievement of subject group objectives. Successful results can contribute to students' attainment of the **IB MYP certificate**.

Optional eAssessment in language and literature is offered in a limited range of languages. Please see the Middle Years Programme *Assessment procedures* for a list of languages available. Language and literature is assessed by on-screen examination. This verification of learning assures accurate and consistently applied standards.

Language and literature topic list

For the purpose of external assessment, the MYP identifies a range of subject-specific topics that constitute one of the variables that authors consider when they create on-screen examinations. These topics are at a lower level of specification than the formal syllabus of a similar subject in the IB Diploma Programme, and they leave considerable leeway for schools to develop their own written curriculum according to MYP requirements.

These topics define the examinable subject matter for MYP on-screen examinations. In their local development of the MYP curriculum, schools are not limited to these topics. This list does not constitute an exclusive IB-approved curriculum for MYP years 4–5.

MYP language and literature courses feature a flexible and culturally sensitive approach to determining the nature and complexity of students' engagement with the subject. There are no prescribed texts; teachers choose literary and non-literary texts that:

- suit the needs and interests of their students
- broaden their students' experiences and perspectives
- increase historical and intercultural understanding
- model linguistic competency in communicating effectively with an increasing variety of audiences and purposes
- include geographical diversity and translations from other languages.

Forms of literature in MYP language and literature courses typically include poetry, prose (short stories and novels from a variety of genres), mythology and drama. Additional literary and non-literary texts include:

- multimedia texts, including screenplays, film, television programmes and drama series
- biography and autobiography
- essays, letters, narrative non-fiction and informational text
- speeches, oral traditions
- graphic novels.

MYP teachers choose written and multimedia texts of sufficient complexity that allow students to encounter a range of age-appropriate styles in which they can explore linguistic, literary and visual devices, as well as supportive tools.

Works of literature and non-literary texts studied in MYP language and literature courses must provide vocabulary, syntax, depth and levels of meaning and styles of language of appropriate sophistication. Ideas and issues typically explored in the classroom might include:

- identity, heritage, culture, diversity
- communities, globalization, migration, displacement
- social history, civilizations, journeys
- media and mass communication
- childhood, adolescence, youth, rebellion, innocence and experience
- families, friendships, relationships
- systems, power and protest, justice, peace and conflict, freedom and independence
- health and well-being, environment, lifestyle
- social roles, norms and expectations, gender, inclusion, minorities, class
- utopias, dystopias, survival
- religion, faith, values, ritual, spirituality, taboos
- allegiance, betrayal, revenge, atonement, forgiveness.

Language and literature examination blueprint

MYP on-screen examinations are constructed as a series of tasks that sample, simulate or replicate internal assessment practices. The assessments follow an agreed structure that provides a clear framework for developing each examination. The distribution of marks within each eAssessment may vary by no more than three marks from those displayed in the blueprint.

As part of an ethical assessment model, these assessment blueprints ensure consistency and transparency, and they guarantee a balanced approach in measuring students' achievement with respect to MYP objectives. MYP on-screen examination blueprints document the close connection of large-scale assessment with subject-group objectives, classroom learning engagements and the programme's rigorous internal assessment requirements.

These blueprints enable teachers and students to review the nature and purpose of MYP eAssessment. They provide an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

Overview

The following table illustrates how a language and literature assessment will be structured.

Tasks and recommended timings	Criteria				Task totals
	A	B	C	D	
Task 1: Analysing—shorter response questions	10	–	–	–	10
Task 1: Analysing—extended comparison question	10	10	–	–	20
Task 2: Producing literary text—writing	–	–	10	10	20
Task 3: Producing non-literary text	–	10	10	10	30
Total—120 minutes	**20**	**20**	**20**	**20**	**80 marks**

Examination sources, tools and tasks

Sources

A variety of sources will feature in each assessment and will include:

- a written extract from a literary or non-literary text
- a multimedia text
- static image(s).

Tools

Most questions will be answered using a standard text tool set. Other tools to facilitate different response types such as flow charts will be made available as they are required.

Task details

Analysing task

This task assesses students' ability to analyse, then compare and contrast two unseen text extracts (one written text and one multimedia text). It is made up of a series of short response questions which focus on criterion A, followed by an extended response question which is assessed using criteria A and B. The task assesses students' ability to:

- analyse techniques used in written **and** multimedia texts, giving justifications for their opinions (criterion A)
- organize their work in a coherent and logical manner (criterion B).

Producing literary text task

This is an extended creative writing task, with a stimulus of two static images provided. The task assesses students' ability to:

- produce a literary text that demonstrates imagination or sensitivity and an awareness of impact on audience (criterion C)
- produce text, demonstrating the ability to write in an appropriate register with grammatical accuracy (criterion D).

Producing non-literary text task

This is an extended non-literary writing task and it is connected to the global context focus for the session and year of study. The task assesses students' ability to:

- organize their work in a coherent and logical manner (criterion B)
- produce a non-literary text which demonstrates imagination or sensitivity and an awareness of impact on audience (criterion C)
- produce text, demonstrating the ability to write in an appropriate register with grammatical accuracy (criterion D).

Language and literature subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

For on-screen examination subjects, teachers are required to submit predicted grades. When considering predicted grades, teachers should consider their own assessment of students during MYP 4 and the first part of MYP 5 and allowing for subsequent academic development, teachers are asked to predict the outcome of eAssessment for their students with reference to the subject-specific grade descriptors. This prediction helps the IB to check the alignment between teachers' expectations and the IB's assessment outcome and, as such, forms an essential strategy for ensuring reliable results.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between examinations and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

Grade	Descriptor
7	Produces high-quality frequently insightful, imaginative and sensitive work. Communicates comprehensive, nuanced understanding of linguistic and literary concepts and contexts through the effective use of language. Consistently demonstrates sophisticated critical and creative thinking through the analysis and creation of language and literature. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally insightful, imaginative and sensitive work. Communicates extensive understanding of linguistic and literary concepts and contexts through the effective use of language. Demonstrates critical and creative thinking, frequently with sophistication, through the analysis and creation of language and literature. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.
5	Produces generally high-quality work. Communicates good understanding of linguistic and literary concepts and contexts through the effective use of language. Demonstrates critical and creative thinking, sometimes with sophistication, through the analysis and creation of language and literature. Usually transfers knowledge and applies skills with some independence and accuracy in classroom and real-world situations.
4	Produces good-quality work. Communicates basic understanding of most linguistic and literary concepts and contexts with few misunderstandings and minor gaps in the use of language. Often demonstrates critical and creative thinking through the analysis and creation of language and literature. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many linguistic and literary concepts and contexts with occasional significant misunderstandings or gaps in the use of language. Begins to demonstrate some critical and creative thinking through the analysis and creation of language and literature. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.
2	Produces work of limited quality. Communicates limited understanding of some linguistic and literary concepts and contexts with significant gaps in understanding and in the use of language. Demonstrates limited evidence of critical and creative thinking through the analysis and creation of language and literature. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic and literary concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking through the analysis or creation of language and literature. Very inflexible, rarely shows evidence of knowledge or skills.

Related concepts in language and literature

Related concept	Definition
Audience imperatives	An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This impact could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.
Character	The representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect (or "dramatic") methods inviting readers to infer qualities from characters' actions, speech or appearance. When exploring the concept of character, students might explore transformation, influence, conflict, protagonist, antagonist, persona, foil, stock.
Context	The social, historical, cultural and workplace settings in which a text or work is produced. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
Genre	A type or category of literature or film marked by certain shared features or conventions. Conventions are the characteristics of a literary genre. These features may, of course, vary between languages. Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. A study of genres includes essential understandings about conventions of genre: form, style, storyline, characterization, tone, mood, atmosphere, register, visual images and layout, narrative/storytelling, prose (foreshadowing, flashbacks, stream of consciousness in novels and short stories), poetry (metre, rhyme), drama, mythology and other fiction (for example, graphic novels, satires, oral traditions, screenplays, film and episodic television) and non-fiction (for example, autobiography, biography, travelogues, essays, letters, literary non-fiction, speeches). Examples of conventions in drama may include dialogues, speeches, monologues, soliloquies, asides, stage directions, voice, movement, gesture, use of space, costume, props, lighting, set and sound.

Related concept	Definition
Intertextuality	The connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship. An overt reference to another text (as in a direct quote from another text) is also an example of intertextuality.
Point of view	The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.
Purpose	In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message and culture.
Self-expression	The expression of one's feelings, thoughts or ideas, especially in writing, art, music, dance, design and film. This umbrella concept includes an exploration of essential understandings about identity, voice (personal), inspiration, imagination, sensitivity, critical stance and process.
Setting	The time and the place in which the action of a book, film, play, and so on happens. Setting may also include mood and atmosphere.
Structure	The way in which a poem or play or other piece of writing has been put together, and the relationships of different parts of a text to each other and to the text as a complex whole. This can include exploring metre pattern, stanza arrangement and the way the ideas are developed. Structure requires essential understandings about plot, narrative, discourse, form, transformation, thesis/argument, syntax, foreshadowing and flashbacks.
Style	The characteristic way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.
Theme	The central idea or ideas the creator explores through a text.

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Language and literature glossary

Term	Definition
Conventions	Linguistic conventions: spelling, grammar and punctuation, sentence structure, paragraphing and format. Literary conventions: a set of rules that most writing follows. It can include structure and format. Visual conventions: structures, features, layout and design elements of visual text. It can include the use of colour, texture, line, shape and form, symbolism, sound effects and music, body language, special effects, costume, camera angles and movement.
Creator	The person(s) responsible for the creation of an oral, written or visual work.
Critical literacy	The ability to question, challenge and evaluate the meanings and purposes of texts. The skills to compose, respond to, analyse and evaluate written, spoken, visual and multimedia texts from various perspectives. It involves an understanding of the ways in which values and attitudes are communicated through language, including how subject matter, point of view and language embody assumptions about issues such as culture, gender and ethnicity.
Critical stance	A perspective or point of view taken by a reader or viewer. It involves the reader or viewer questioning the position presented in a text and developing their own ideas in response to the text.
Forms of expression	Ways and modes of expressing oneself; for example, through poetry, prose, music, art and social media.
Formatting	The intentional choice and use of font, style of letters and words and use of space, for example, to arrange or present text in a particular way and for a particular purpose.
Genre	Genre refers to a style, category or type of literature that can be further categorized into fiction and non-fiction. Types of non-fiction include: **Autobiography**: an account or history of a person's life, written or told by that person. Often written in narrative form. **Biography**: a written account of another person's life. **Essay**: a short literary composition that reflects the author's outlook or point. A short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative or interpretative. **Informational text**: most often dealing with an actual, real-life subject. This genre of literature offers opinions or conjectures on facts and reality. This includes biographies, history, essays, speech and narrative non-fiction.

Term	Definition
Genre (continued from previous page)	**Narrative non-fiction**: information based on fact that is presented in a format that tells a story. **Speech**: an oral expression of one's thoughts or emotions, generally delivered in the form of an address or discourse. Types of fiction include: **Drama**: the genre of literature of which the subject for compositions is dramatic art in the way it is represented. This genre is stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action. **Fable**: a story about supernatural or extraordinary people usually in the form of narration that demonstrates a useful truth. In fables, animals often speak as humans that are legendary and supernatural tales. **Fairy tales or wonder tales**: a kind of folktale or fable. Sometimes the stories are about fairies or other magical creatures, usually for children. **Fantasy**: the forming of mental images with strange or other worldly settings or characters; fiction that invites suspension of reality. **Folklore**: the songs, stories, myths and proverbs of a person or "folk" that were handed down by word of mouth. Folklore is a genre of literature that is widely held, but false and based on unsubstantiated beliefs. **Historical fiction**: a story with fictional characters and events in a historical setting. **Horror**: a form of fiction in which events evoke a feeling of dread in both the characters and the reader. **Legend**: a story based on fact, but that also includes imaginative material. It is often based on a national or folk hero. **Mystery**: a genre of fiction that deals with the solution of a crime or the unravelling of secrets. Anything that is kept secret or remains unexplained or unknown. **Mythology**: a type of legend or traditional narrative. This is often based in part on historical events, which reveal human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods. **Poetry**: verse and rhythmic writing with imagery that evokes an emotional response from the reader. The art of poetry is rhythmical in composition, written or spoken. **Realistic fiction:** a story that can actually happen and is true to real life. **Science fiction:** a story based on impact of potential science, either actual or imagined. Science fiction is one of the genres of literature that is set in the future or on other planets. **Short story**: fiction of such briefness that is not able to support any subplots. **Tall tale**: a humorous story with blatant exaggerations and swaggering heroes who do the impossible with an air of nonchalance. [http://genresofliterature.com/]

Term	Definition
Grammar	The set of rules governing how words and their component parts combine to form sentences. In MYP language and literature, grammar encompasses word order, sentence structure, parts of speech, morphology and phonetics, as applicable to the language.
Incremental descriptors	1–2 = limited attempt; minimal; rarely. 3–4 = satisfactory; some; occasionally. 5–6 = substantial; most of the time; usually; considerable. 7–8 = excellent; clear; effective; sophisticated; high degree of; thorough; perceptive.
Internal monologue	A type of monologue that exhibits the thoughts, feeling and associations passing through a character's mind.
Language of instruction	The language in which the majority of a school's curriculum is delivered. A school can have more than one language of instruction.
Literature	The definition of literature varies between different cultures and languages. In most cultures, literature includes poetry, prose (short stories and novels), mythology and drama. Additionally, in some cultures, literature also includes autobiography, biography, graphic novels, travelogues, satires, essays, letters, literary non-fiction, speeches, oral traditions, screenplays, film and television programmes, such as drama series. MYP language and literature can include all of the above, and schools need to determine what constitutes literature within the context of their language course(s).
Meaning	Sometimes referred to as "message", it includes "layers of meaning", nuance, denotation, connotation, inference and subtext.
Multiliteracies	Engaging with text in multimodal ways to construct meaning. Multiliteracies provide a bridge between the real-life texts of the community and school texts, and encourage a real-world, interdisciplinary approach to learning through the use of disciplined knowledge. Using a multiliteracies approach enables students to understand, use and critically evaluate the multimodal texts of the current generation. These complex texts incorporate elements of linguistic, visual, spatial, audio and gestural design.
Multimedia	Those texts that use more than one medium; for example, combining visual media, such as words and images, with sound. Television, the internet and developments in computer and digital technology have resulted in multimedia texts becoming increasingly rich and complex. Multimedia texts now generally feature moving images, sophisticated and complex graphics, and interactivity. Examples of multimedia texts include texts delivered on CD-ROM and DVD, music videos, cartoons, video games and internet texts.
Multimodal	Comprising more than one mode. A multimodal text uses more than one mode to communicate meaning. Examples of multimodal texts include films and computer games.

Term	Definition
Oral communication skills	These can include, for example, pronunciation, intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture and eye contact, as applicable to the language being studied.
Oral response	A literary composition (usually an essay) on a single subject that is composed with the intent that it will be delivered orally, rather than in written form.
Organizational Structure	Organizational or text structures involve understanding and applying knowledge of how specific sentences, paragraphs, and larger portions of the text (for example, a section, chapter, scene, or stanza) relate to each other and the whole. Common types of organizational structures or patterns include chronological, compare and contrast, order of importance, sequence, spatial, cause and effect, description, problem and solution
Parody	A text that imitates another work or an author, with the intention to mock and/or attempt humour.
Pastiche	A work that demonstrates an imitation of another author's style, or a work that demonstrates an imitation of multiple authors' styles.
Positioning/ Influence	Positioning: how readers/viewers are influenced by texts. Influence: how one text influences another. A text can be reworked to take the original meaning and create a new one.
Presentation style	The form of a text and the conventions used in a particular text type. It includes visual considerations of the text and goes beyond organizational to consider aesthetic and functional elements.
Pronunciation	Clarity of articulation, not accent.
Purpose	Also referred to as "intent", "intention" or "author's choices".
Register	The use of tone, pace, volume, pitch, inflection, fluency/fluidity, vocabulary, grammar and sentence structure that give the correct degree of formality appropriate for the specific context and audience. In some languages there will be more levels of register than just "formal" and "informal".
Response to literature	Meaningful personal interactions with texts that show genuine understanding and analysis.
Style	The creator's choices with regard to all aspects of the text, in the way various literary and non-literary features have been used to create certain effects for different purposes and audiences.
Stylistic choices	Creators make choices about what they are going to describe and how to describe it in order to create effect. This umbrella term encompasses literary and non-literary features: linguistic devices (rhetorical, syntax, repetition); literary devices (symbolism, metaphor, simile); and visual devices (colour, texture, symbolism, foregrounding).

Term	Definition
Supportive tools	Examples of supportive tools in Objective B (organizing) include quotations, citations, bibliographies, tables, graphs, footnotes, references, italicizing, underlining, table of contents, appendices, labels, headings, outlines, superscripting and subscripting. (These were previously referred to as "critical apparatus".)
Terminology	The language used for analysing texts. It includes terms such as plot, theme, tone, characterization, setting, symbol, screenplay, masthead, byline and close-up.
Text	For the purposes of MYP language and literature, a text may be written, oral or visual, and non-literary or literary. It can be distinguished from "work" as this will imply a complete work of literature.
Text types	Different forms of written, spoken and visual text, for example, descriptive, narrative, expository, argumentative and anecdotal.
Transitional devices	Structures, systems or words used to connect and organize ideas, with the effect of guiding the reader through a text. What is considered as appropriate structure or convention will be dependent on the language.
Viewing and presenting	Interpreting or constructing images and multimedia in a variety of situations and for a range of purposes and audiences. Students should demonstrate their understanding of the ways in which images and language interact to convey ideas, values and beliefs.
Visual text	Any text that includes an image or a series of static or moving images, for example, a sign, symbol, poster, brochure, CD or book cover, newspaper article with pictures, website, film, TV programme, PowerPoint® presentation.
World literature	In the MYP, this refers to literature from different parts of the world, cross-cultural works and/or works in translation.

MYP command terms for language and literature

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Comment	Give a judgment based on a given statement or result of a calculation.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. In language and literature, this may involve finding and evaluating the significance of similarities and connections between texts and requires the student to make a literary analysis.
Create	Evolve from one's own thought or imagination, as a work or an invention.
Critique	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explore	Undertake a systematic process of discovery.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Organize	Put ideas and information into a proper or systematic order; give structure to a text.
Outline	Give a brief account or summary.
Select	Choose from a list or group.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice.

On-screen examinations in language and literature will draw from the full list of MYP command terms that is available in *MYP: From principles into practice*.

Selected reading

Halliday, MAK. 2004. *Three Aspects of Children's Language Development: Learning Language, Learning through Language, Learning about Language*. In JJ Webster, (ed), The Language of Early Childhood. New York, USA. Continuum.

Kramsch, C. 1993. *Context and Culture in Language Teaching*. Oxford, UK. Oxford University Press.

Lanning, LA. 2013. *Designing a Concept-based Curriculum for English Language Arts: Meeting the Common Core with Intellectual Integrity, K-12*. London, UK. Corwin.

Savignon, SJ. 1983. *Communicative Competence: Theory and Classroom Practice*. Reading, Massachusetts, USA. Addison Wesley.

Unsworth, L. 2001. *Teaching Multiliteracies Across the Curriculum*. Buckingham, UK. Open University Press.

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Corrections for April 2023

Throughout the publication

Alignment of language with other IB documentation.

In line with the IB's diversity, equity and inclusion statement, the term "his or her" has been replaced with "their".